Community Strategic Plan Guide and Form

A Straightforward Way to Get What You Need

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Children of Rural Alaska

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DENALI COMMISSION ALASKA

ALASKA HUMANITIES FORUM

Dear Community Planners:

It's my pleasure to share with you this *Community Strategic Plan Guide and Form.* It was produced jointly by USDA Rural Development, Denali Commission, and the Alaska Humanities Forum. Its purpose is to assist rural Alaskan communities in managing change.

As we look at the past 100 years in rural Alaska, we see that providing resources, guidance, and "help" to rural communities has not insured that they necessarily have become better places to live. It is clear that how things are done is as important as what is done.

The core belief behind this planning guide and form is that when you as a community build a plan yourself, based on your own community values, you have a map which helps you define your future and manage change with a true sense of ownership. The challenge, after the plan is completed, is to listen and to be guided by your own work. Equally important is to use the power of your ownership to expect all agencies and entities of change to listen and be guided by your work. It will be your responsibility to present the plan to those who you expect to use it. It then becomes the outside agency's or entity's responsibility to use it if they want to be effective in your community.

Your plan creates a framework from which you can evaluate new projects or elements of change in your community. As you do that, it's important to consider the long-term costs and impacts of each change based on your values and resources. Balancing who you are with what you have and what you want to become is essential to the art of creating a healthy community. It's my hope that the *Community Strategic Plan Guide and Form* helps you in the process.

There is nothing magic about this format; use it, change it, make it fit your needs. Many people from small communities to regional and state agencies and the university were involved in shaping the guide and form. Their comments make it a better document. If you think of ways to improve it, your thoughts are welcome. Please pass your comments on to the U.S. Department of Agriculture, Rural Development.

Best Wishes and Good Luck!

Sheila A. Selkregg

Dr. Sheila A. Selkregg, State Director
U.S. Department of Agriculture, Rural Development

Journey with Unity of Purpose

Path to the Future

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Foreword

Purpose of the Guide and Building a Community Toolbox

Clarissa Fairbanks, Tununak

This Strategic Plan Guide and Form begins with a step-by-step guide on how to do your own community plan. It is followed by a form that you can use to present your work. Your plan is simply a tool to help you manage change as it occurs in your community.

The *Community Strategic Plan Guide and Form* is the first tool in a toolbox being developed by USDA Rural Development, the Denali Commission, and the Alaska Humanities Forum. It will help communities define and express what they need, want, and can support. When completed, the Community Toolbox will include:

- The *Community Strategic Plan Guide and Form.*
- A project scoping sheet that outlines a community's proposed project.
- The *Alaska Directory of Rural Resources,* a directory listed by project (for example, emergency vehicles, housing, schools, and sewer and water projects) with an "Agency Assistance Request" Form.
- A single federal pre-application or resource inquiry sheet used to apply to most funding sources.
- A map that shows what steps can be taken to help guide specific changes in your community and what information is available to your community based on where you are in the planning process.
- Guidelines for a plan summary or "walking plan."
- Basic community "How To" management information; information about governance, budgeting, record keeping, contracting, accounting, and collections.

You can use this Guide and Form to create a plan. If your community already has a plan, you can use the Form to express the work you have done.

One reason to create a community strategic plan is that it will help funding sources see clearly what you need and want. Ultimately, different funding sources (federal, state, and other) will learn to recognize the community strategic plan format and use your plan as to guide changes in your community.

Introduction

Journey with a Unity of Purpose

The *Community Strategic Plan Guide and Form* will help express your community's values and vision. The goal is to create a path that can lead this vision to reality. This tool can help your community embark on a "journey with a unity of purpose," a journey of self-reliance and self-determination. It allows your community to summarize many important shared values and insights. These insights can then guide change and growth in the community. *Remember, planning is simply a way to manage change*.

You know your community. Some communities are strong and others are in trouble; most are a mix. It is important to remember to begin your community building process wherever you are. If you need help with very basic things, start your work with informal meetings such as parent groups, dance group, mushers' associations, sewing groups, or school groups. Pick one thing and work on it together. From that process, you can begin to make changes in your community. You can begin a journey with a unity of purpose.

Before you begin to do your plan, read the entire guide. It is not long and it will give you an overview. The plan process is laid out in a series of community meetings. Feel free to adjust the meeting schedule and process to fit your community's own timetable. If you can't answer some of the questions on a form, skip them and move on to the next question. This tool is just a guide. Use it and adjust it to fit your own community needs.[1]

Ariana Walker, Kotzebue

1. Alaska Federation of Natives

Creating a Single Community Plan

This guide is a step-by-step path to build a plan based on your community values. It will help you control community change in a way that reflects your values, vision, assets, and needs. It is a tool you can use to ensure that your community projects are thought through and make sense. It will also help you identify the programs you need to keep your community a healthy and safe place to live. *Remember, if you already have an up- to-date plan that reflects your community's values, you don't have to start over.*

This guide and form are intended to be a tool that will result in one plan that is understood and respected by your community as well as by funding resources. It means that you will not have to do a new community plan for each funding resource. The success of your plan will depend on you. Once you have done your plan, its power lies in using it. Remind resource people and agencies that you have a plan and that you expect them to use it. If you empower its use, it will be respected.

Joanne Albert, Tununak

A common plan form will allow funding resources to work together to ensure that each new project is complete, functional, appropriate, sustainable, and based on what the community wants.

Coordinating with Federal Agencies and Funding Resources

The Strategic Plan Guide and Form allow your community to standardize how it expresses its needs. Different federal agencies and funding resources can learn to recognize the community strategic plan format and not require another separate planning effort. The Denali Commission is encouraging funding agencies to use this plan guide and form.

A common plan form will help your community and funding resources to coordinate projects. It makes sense to have all agencies working from the same plan that the community has prepared. It will allow funding resources to work together to ensure that each new project is complete, functional, appropriate, sustainable, and based on what the community wants.

Why Plan?

Plans help you achieve a goal as quickly as possible. Think about all the plans you have made in your life. You make plans to get married, take trips, go fishing, and pay bills. When you plan to go fishing, you wouldn't want to spend most of your time trying to decide where to fish. Your goal is to fish and that is what you are planning to do.

A good community plan can help establish land use patterns, enable a community to build consensus on a challenging issue, solve a complex problem, prioritize projects, and secure funding. Examples of questions that can be answered by having a plan in your community are: Is a new school more important than a new clinic? How can we create more jobs? How can we encourage our children to stay in our community? How can we stop substance abuse? A good plan can help outsiders to understand the historical, cultural, and general lifestyles and values of your community.

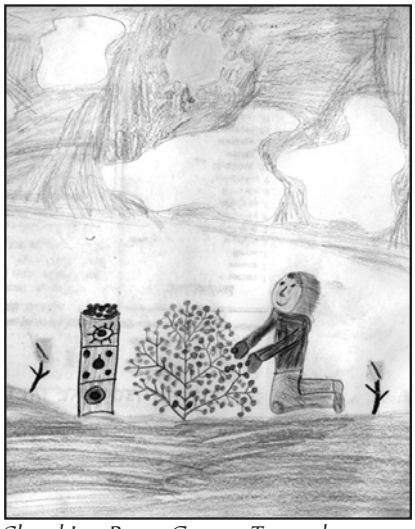
This planning process will bring comments from your entire community, including the thoughts and ideas of people who may think very differently. Everyone has ideas and concerns. Each person may see the community differently. The uniqueness of each person helps find solutions to problems and ensures that the plan will be well balanced. [2]

What is Special About This Plan?

This planning guide and form is designed for rural Alaska. It creates a plan based on *community values*. The destiny of the village or small community often depends on its ability to identify common values and to make the long-term commitment towards building a community vision grounded in those values.

As you listen to one another in the planning process, you will find that people have different truths and values. You may also find that your truths and values overlap. The overlapping places are the foundation of *common values* that help build your community vision.

You can use your common values to *guide development* in your community. You can use them to ask, "Does this project support our values? Does this design recognize our traditional forms and shapes in our structures?"



Cheryl Lea Renae George, Tununak

My Healthy Community

The elders, who teach us of the past
The adults, who parent the young ones
The children, who keep everyone happy through their laughter
The animals, who awe tourists
The tundra, its divine beauty spreading for miles around
The plants, that define the tundra
The ocean, that goes on forever into the setting sun
The ice, that makes beautiful shapes on top of the ever-flowing water
The snow, that spreads its white beauty once fallen
Who would I be without these things?

– Maria Eduarte, Barrow

2. Association of Village Council Presidents Planning Guide

Building Your Community Plan

A Quick Overview of Key Plan Elements

Your plan will have eight elements. The following is a brief introduction to each element.

Nancy Hooper, Tununak

Key Plan Elements

- Public Process
- An Overview of Your Community
- Community Values and Vision
- Goals and Measure of Success
- Community Assets and Needs
- A Map of Your Community
- Building Your Community Strategic Plan Priorities
- Implementation Strategy

Public Process

Building consensus is one of the most powerful things a community can do. *Listening to one another builds trust.* Trust is the cornerstone to a unity of purpose. To be successful in completing your community's plan you will have to work hard, be open to everyone in the community, and include many points of view. It's like weaving a basket. A single blade of grass will not hold water, but woven together, the blades of grass become a strong, useful container.

An Overview of Your Community

A general description of your community helps people who do not live there understand the place. It introduces your community and *provides an overview of the physical environment, history, people, jobs, economy, culture, and other information you feel is important to your community.*

Community Values and Vision

Values are the foundation of your beliefs. Your values create your vision for the future. They help define what you want your community to be. They help you understand who you are as a community. They are tools you can use as a guide. *There is great community power in the ability to identify common values and to commit resources to those values over a long period of time.* Your vision is based on your values. It expresses what you want your community to be in the future. Together they help you manage each aspect of change.

Goals and Measures of Success

A goal is a broad statement that covers many values and expresses intent to make something happen. A goal can protect or achieve your values and vision. A goal is taking aim or charting a direction. Goals help you to define an action that you want to take. Once you have identified your goals, it is important to decide how you want to measure their success.

Measures of success help in keeping track of how you are doing at reaching your goals. This will allow your community and funding resources to evaluate the path you are on and, when necessary, to make changes that keep you moving toward what the community wants.

[1] Alaska Federation of Natives

Community Assets and Needs

Kiana Hodson, Willow

An asset is some aspect of your community that is a good, valued, and/or healthy resource. These resources may include community buildings, subsistence lands, religious grounds, people, ideas, and ways of living. *Knowing your assets will help your community to decide what it needs to work on and what it already has to meet its goals.* Most community needs can be divided into the following areas: capital projects and infrastructure, social, health, and cultural services, economic development, job training, education, and capacity building, and environmental quality.

One useful tool to help determine many of your community needs is "7 Generations: Addressing Environmental Issues for the Future Generations of Rural Alaska". This document helps you assess environmental and core service needs like sewer, water, and solid waste management. The "Rural Sanitation Guide" can help your community decide on what sanitation designer system best matches your community's long-term need. It is a helpful tool for planning rural sanitation projects.

A Map of Your Community

A map can express what is important about your area. A map can express the place that your community values. A map can tell what places need to be respected and what areas you want to protect for the future. It can help direct where new projects will and won't be located. You can mark important buildings, subsistence food areas, sacred places, or areas that flood. This information can then guide engineers and designers as they develop new projects.

Building Your Community Strategic Plan Priorities

Brittnee Brower, Barrow

Your values, goals, and needs help define your strategic plan priorities. They reflect the programs and projects you want to develop in your community. As you define your priorities, consider projects that go together. For example, new housing needs water, sewer and roads. If you time your project carefully, you can ensure that projects and programs are whole and complete. Coordinating projects often saves time and money and results in a better outcome.

Implementation Strategy

The scoping sheet defines in more detail projects or programs. The action plan outlines the steps needed to get the project done. When you break a big project into small do-able steps it will become clear and easy to stay on task and succeed. This element ensures that you can make each item in your plan's priority lists happen.

Creating Your Community Plan

Step 1: Community Description

Louise Moses, Allakaket

A Description of the Community

A description of your community introduces your plan to people who don't live there. There are four forms that can be used to present a general description of your community. The first form provides a place for a broad summary of your community. The next three forms provide answers to common questions people may have about your community. Together, these forms introduce your community and provide information on its culture, history, people, economy, governance, education, jobs, income, land, and critical issues.

Most of the information to complete these forms is available. Some of it can be found on the State of Alaska's community profiles internet site. The U.S. Census Bureau and state agencies can provide you with additional information. Contact information can be found in the Appendix. If you get stuck on any question, move on to the next.

Guiding questions to help you complete Forms 1-4 are found below.

General Description -- Form 1

Write a general description of your community's place, culture, history, economy, governance, and critical issues. Usually, this summary is no longer than 2 pages. The questions below can help you write this summary. Use Form 1 to write your summary.

Place

What is the location, the geology, and climate?

What is the total population and age distribution?

What is the main form of transportation in and to your community?

What is the nearest hub community that can provide service to your community?

Culture & History

How long have you been in this location? In this region?

Why did you come to live in this place?

What events have shaped your community? (opening and closing of schools, missionaries, mining, natural events, etc.)

What languages are spoken in your community?

What role does subsistence have in your community?

What ethnic distribution exists in your community?

Governance

What types of local government do you have? (tribal, municipal)

What utilities do you have and who manages them?

Economy

What is the basis of your economy?

What types of jobs exist? (fisheries, mining, government)

How important is subsistence to your local economy?

Critical issues

What are some of the main critical issues in your community? (water, sewer, housing, suicide)

Tununak Lives

Deep water,
Powerful hunter,
Sneaky animal,
Good eating,
Eskimo dancing,
Berry picking,
Ice Fishing,
Purple Flowers

-Samantha Kanrilak, Tununak

The People -- Form 2

The information on this form is mostly population statistics. A series of questions provide an overview of the people who make up your community. Fill out as much information on the form as you can. Use the sources suggested on the form to help you with any unknowns.

Education, Jobs, and Income -- Form 3

An overview of the education, jobs, and income in your community is recorded on this form. Statistics on the number of people employed and the types of jobs available are examples of information provided on this form.

The Place -- Form 4

An overview of the issues relating to land and environment in your community is recorded on this form. Land ownership and land status are very important because they affect the availability of land. Environmental issues affect many basic physical systems that are important to the health of your community. For example, soil conditions determine the type of foundations required for community buildings and facilities.

A recent Environmental Impact Statement (EIS) is a powerful tool that can be attached to your community plan as base data. The EIS usually includes important physical information about your community.

Step 2: Building the Public Process

Your Community's Public Process-- Form 22

To be successful in defining your community's values and vision, you will want to include the many perspectives that exist in your community. You know your community. You know there are different points of view. You know who generally agrees with whom.

The opportunity to participate needs to go out to everyone. This will help build a unity of purpose. The unity created by open, inclusive participation is the strength of the plan. There are many methods that can be used to weave together different views and build ownership in your plan.

It is usually most effective if local tribal governments, Native corporations, and municipal governments work together in this process. Invite your elders to participate and listen to their advice. Elders have insight into what has been important over a long period of time. They will help you remember what is important. Listen to the children as well. Think about the children because they are the community's future. In many communities, junior high and high school students have helped build the planning process. They can help survey or get out the meeting notices. Consider that sometimes women may offer one perspective and men another. The more perspectives you weave together, the stronger and clearer your community's future becomes.

Together We Stand

Together we stand as a community
As one, be one together
It took many cooperating
To get where we are today
And it will take
Cooperation in many to
Progress further
Many as one will take
Us further than ever before
But as many singles
Alone, we will fall
Together we stand, as one
A community together
We stand
A community is what we are.

- Jeanie C Szidloski, Delta Junction

Keeping a Record

It is important to keep a record of your public process. Form 22 outlines key information you may record at each meeting. For each *meeting,* record the date, place, names of people who attended, the topic of the meeting, and key outcomes. For your *interviews,* identify who was interviewed and list what the questions and answers were. For your *surveys,* attach a copy of the survey, the number of people who were surveyed, how they were selected, and a written summary of the results.

Local Planning Committee

A strong and open process often begins with a few committed people. These people can become your local planning committee. They are the backbone of your process. The committee may have members of both your tribal and/or city governments. Ideally, it will have a representative from all aspects of leadership in your community. It also may include people who are just committed to a healthy future for the community.

These committee members play an important role in keeping the process going. They can set up and guide the meetings, conduct the survey, fill out the plan form, and connect with agencies for resources as the plan develops. It is important to add new, committed and active residents to the process. New participants often bring the energy necessary to help keep the process going. In many communities, junior high and high school students have helped support the planning process.

Informal Gatherings

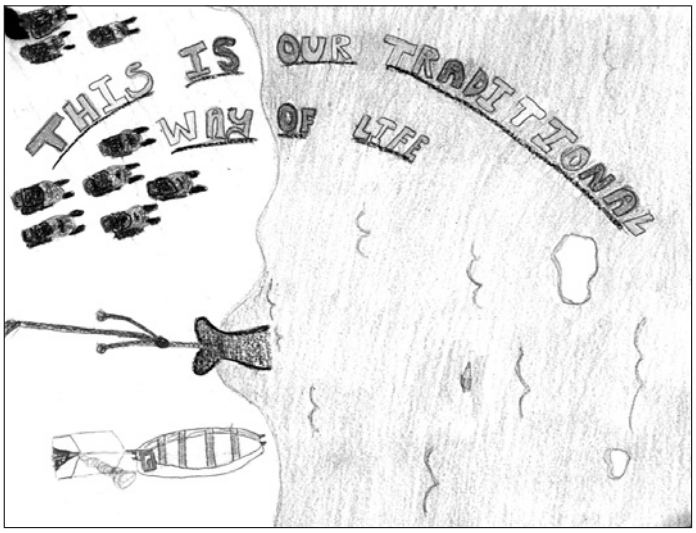
One way to get participation in creating your plan is to think of the groups that already meet regularly in your community, such as dance groups, mushers' associations, sewing groups, school-related groups, your traditional council, church groups, regular recreational gatherings, activity groups, subsistence-related groups, and so on. Each group provides an opportunity to collect information. You can then ask questions about what is important to each group in regard to the community's values, vision, and plan.

If you use an informal process, be sure to keep a list of the people who attended and write down what was discussed and what the important comments were. This is part of your public process.

Informal Interviews

You can also gain important information by meeting with people who are viewed as wise about the community, such as elders, community leaders, or other people of importance. Review the values and listen to their thoughts. Those people may raise important questions that the community may want to consider and include. Again, keep track of whom you speak with, what you ask, what they say, and when the interview took place. These interviews are also part of your public process.

Tennessee Judkins, Barrow



Surveys

You may want to do a survey. A survey allows you to get community input from people who were unable to attend a meeting. A survey also helps you to gather information and input on a variety of issues in a simple and standardized way. See the Appendix for an example of a survey.

Public Meetings

The invitation to participate in public meetings needs to go out to the entire community. Before the meeting, be sure that people who see things differently are invited. You want all viewpoints. Bringing different views together makes your plan stronger and helps create a future that belongs to the entire community. A sample invitation for a community meeting is found on the following page.

Celebrate Community Involvement

Door prizes and food often help increase participation. You may also want to provide child-care. Local teens could do an activity with younger children. Perhaps the children could draw what they like most about their community, make a map, or even build a miniature village or town of the future. Children may think of things that adults have not considered.

Invitation to Plan Our Future

Express Our Values -- Create Our Vision -- Define Our Community Future

We are making a plan for our community. Come and help. The plan will be based on our common values. It will express a "unity of purpose" for our community. Our value-based plan can strengthen our community's self-reliance and self-determination.

This meeting is an opportunity to help create a picture of what you would like to see when you look out the window of your home, and what kind of a place you want our village to be like in 20 years.

Our goal is to manage change in our community, to present our needs to others, and to help guide different funding sources when they come into our community.

Please Come -- Share your thoughts, listen. Bring a friend. Help make our future.

Date: _____

Time: _____

Place: _____

Katie Leschak, Anchorage

Subsistence Hunting

Morning creatures creeping by
Moose and caribou watching by
Yupiks hunting rabbits and moose
Bulls fighting over cows
While white fish are passing by
Owls hunting mice at night
While mice watch the Northern Lights
Dogs and puppies watching the moonset
While Yupiks waking up
And owls going to sleep
Dogs and puppies waiting for food
Crows and chickadees waking up
Foxes and rabbits waking up
Here comes another day.

-Ryan Joe, Akiak

Step 3: Community Values and Vision

Meeting One

This is an important meeting. Your values create your vision for the future. They help define what you want your community to be. *Values help you understand who you are as a community and they are tools you can use as a guide.* Your first meeting is focused on defining your values. Look at the tasks outlined in this step. If you feel you need more than one meeting to complete the work, then take more time by holding a second meeting. You be the judge.

Be sure to send out notices for the meeting. They could go home with the school children. Post notices in regular meeting areas like the post office and store.

Asking Some Basic Questions

One of the best ways to identify your values is to answer some very basic questions about your community, such as:

- What do you like about your community?
- What don't you like?
- What do you want to keep?
- What are you proud of?
- Why do you stay?
- Why do you think about leaving?
- What do you worry about?

A way to get to the answers to these questions is to ask each person in the room to list the one or two things they think of when they ask themselves these questions. Traditional talking circles or breaking into small groups may be useful. Sometimes people are more comfortable dividing into groups of men, women, youth, and elders. Ask them whether they want to divide into smaller groups or stay in one group.

Now go around the group and ask the questions to each person. (Your high school students can help record what is happening at the meeting.) Write the answers on a big sheet of paper. As you write, divide them into a positive list and a negative list. *Your values are reflected in the common things that people list.*

Listening for Common Answers

If you have split into groups, come back together into one large group. Hang up the group sheets. Now each group may read its lists aloud. Have people said the same things differently? Combine the common things into one list where possible. Ask the entire group the question: "Is there anything important that has been left off the list?" If there is, add it. Now work to transform negative statements into positive desires. For example, "Our children are leaving" becomes a positive value expressed as "Building a community in which our children want to stay." Make as many of the negative statements into positive ones as possible.

Reflecting on the Past

Before you finalize your values list there is an important discussion to share with one another. Values are the current that carries the community through time. Knowing how your values have worked in times of challenges can help you direct your path and protect your future. What is the long history of challenges your community has experienced and what values have been most useful? In a large group you might use the following questions to help guide your discussion.

- Where do you come from? How long have you been in this place?
- What challenges have you faced? (For example, natural disasters such as floods and storms, epidemics)
- In challenging times, how many people lived? How many people died? How many were injured and how?
- Are there places or objects in the village that help you remember?
- How did these events affect your community? What community values were most important in these times? Did the events change your values?
- What celebrations does your community hold dear from its past? Why?

Christina Aiken, Barrow

After discussing the above, ask the group the following questions and write down the answers.

- What values helped us in the past?
- What values helped things when times were hard?

Review the list. Put a star next to those historical values that seem to be the most important to how you overcame the challenges in the past.

And the People Stand Still

The wind blows and the trees bend,
But the people stand still,
Surrounded by years of traveled roads, years of destruction, and gossip,
And the people stand still.
The mountains they change from green to gray
And the leaves change from green to brown,
And the people stand still.
The town is made from old and new
And the homes have came and went,
But through it all the people stand still,
Through the talking, through the storms, through the seasons of change
The people stand still, the people of Port Lions.

– Jacqueline Ann Seeger, Port Lions

Identifying the Important Values -- Form 5

Now that you have reflected on the power and importance of your values over time, add your historical values to the current list. Ask each person to vote for the three most important values. Usually the community finds that there is a lot of agreement on what is most important. Identify the ten values that have the most votes. They are your common and most important values. They are an important link to your future. They will sustain you through hard times and help you celebrate the good times. Write these values on Form 5.

Your values are your guidepost. They are the signs along the road to give you direction through your journey. They are important to every step of change in your community – all the way to the actual design and spirit of a program or project. The community can check back to them when considering an important decision. They help serve as guiding principles. All community decisions should support the community values. They can help build the community based on what people care about and want.

Vision Describes A Desired Future -- Vision Statement Form 5

Vision is a description of a desired future. It is based on the top values. It's big. It is much broader than what any one agency can do. It is timeless and may be years or decades away. It is an ideal future condition. It may be difficult to achieve, but you strive to achieve as much of it as you can.

Following are some steps which will help you define your vision:

- Read your community values out loud.
- Reflect on the desired future, based on these values.
- Envision your dreams. Do <u>not</u> think about resources, current capacity, existing political trends, or other constraints. Imagine the community the way you want it to be.

Community
"no monkeys"

There are no monkeys in Ketchikan
Because it's too cold.
When I grown up I'm going to build a zoo.
FOR MONKEYS ONLY.
In Ketchikan or Metlakatla.
It will be filled with monkeys.
That's all.
There will be spider monkeys, chimpanzees,
Gorillas, apes and baboons.
–Brooke Smart, Ketchikan

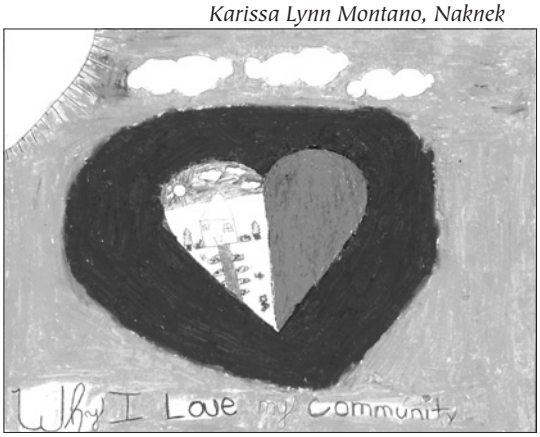
A vision implies a size and focus of your community. It can be a series of statements that help you imagine the community's future. Vision ties values into something whole you can imagine. It is usually 5 or 6 statements that summarize the values and begin to paint a picture of the community in the future. Work together to create your vision statement.

Together as a group come up with a statement that best expresses a common vision. You may want to vote once you have worked to refine two or three statements. This statement is a *vision statement*.

You may use this statement as a reminder of what is important to the community. It expresses the guiding principles of the community and helps paint the picture of what the community wants to become. Use the bottom of Form 5 to write your community's vision statement.

Examples of Vision Statements:

Karissa Lynn Montano, Naknek



- We are a community of 250 people; we are a healthy, safe place to live where our children enjoy growing up and want to stay. We enjoy the peace and challenges of our landscape, where we can live a subsistence life that is carefully balanced with the modern changing world. We are a community where families and friendships flourish.
- We are a community of 1500 people; we are a growing, active community focused on new culturally based jobs and opportunities for our children. We are growing in balance with our landscape and our resources. We are a safe and friendly place to live and to raise a family, and our children want to stay.
- We are a hub community of 3000 people; we are reaching out to our community neighbors. We are a place that has captured a strong economic base and many new jobs. We have mixed our old cultural ways with many new modern values. We are growing, creating new jobs and are a fine, safe place to grow up and to grow old.

Our Little World

Our little town is like a world of its own
Conveniently protected by a fence of mountains
From the rest of the loud crazy world
That is the world I have learned to know and love.

The people of this world do not come in numbers
But they always come bearing a smile
Not rain no snow nor any other riot Mother Nature can throw
Their spirits are not dampened
That is the world I have learned to know and love.

From the sky above Mother Nature sends
Not good or not bad weather, but our weather
Sometimes fluffy whites
Sometimes clear wet drizzles
But it is our weather to enjoy
That is the world I have learned to know and love.

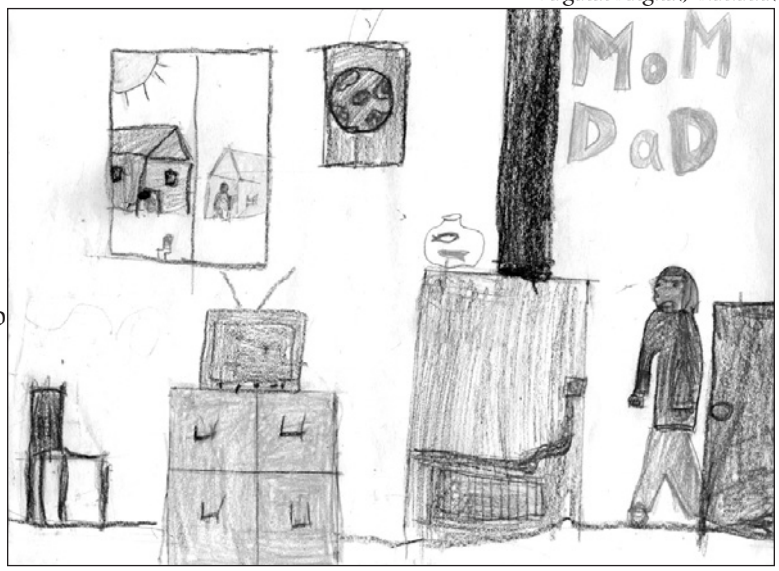
This world is mine
The people my friends
The weather always welcoming to me
That is the world I have learned to know and love.

If you take and add it up, this equals Valdez.
My life.
My town.
My home.
–Sarah Dawson, Valdez

Step 4: Community Goals and Measures of Success

Meeting Two

Virginia Angaik, Tununak



This meeting defines your community goals and measures of success. A *goal* is a broad statement that covers many values and expresses an intent to make something happen. A goal can protect or achieve your values and vision. A goal is taking aim or charting a direction. When you are thinking about your goals, stay true to your values and vision.

A *measure of success* is a measurable result or change over a period of time. Measures of success allow both a community and a funding resource to examine the effectiveness of a program and to make changes, if necessary, to ensure that they stay on the track of success.

Remember to record your public process. Continue to encourage people to attend your meetings. Share the information you have gathered at previous meetings. Put up a notice in the post office or local store

Defining Community Goals and Measures of Success -- Form 6

Break into groups or talking circles in the same manner that you did in your first meeting. Have the group look at the values and the vision statement and then write a goal for each value. Some values may have more than one goal and that is okay. Your goals should be based on the community's values, visions, and critical issues. Review each goal to be sure it is compatible with the community's top values.

After you have written the goals, identify the measures of success for each goal. In other words, how will you know if you have achieved your goals? These measures of success will reflect your community's vision for the future. Try to make them easy to measure. Look at the descriptive overview of your community. The information you included in this overview can be your starting point or benchmark from which you can measure the effectiveness of your projects and programs. Every two years be sure to review how you are doing on your goals. Look at your measures of success. Have you made progress? Do you need to change something to ensure that you make progress?

Use Form 6 to record your identified goals and measures of success.

The following table provides examples of values, goals, and measures of success. As you read through these examples you can see that values are broad statements. Goals are specific, and measures of success are even more specific than goals.

Form 6: Goals and Measures of Success

Values	Goals	Measures of Success
Safe place to live and work	• A community that promotes safe, adequate housing • A community that supports emergency services	• 10 new housing units • A fire truck • One full-time Village Public Safety Officer
Happy, healthy children	• A community that promotes healthy children	• Elimination of suicide • 2 new youth activity programs • Construction of a community center • One additional full-time teacher • Youth and Elders Program
Good health, long lives	• Safe drinking water and sewer system • A community that insists on adequate health care • A community that promotes sobriety	• Improved water and wastewater system • A new clinic • 2 full-time health aides • Regular sobriety meetings • Alcohol prohibition
Subsistence lifestyle	• Good hunting, fishing, and berry grounds • A community that celebrates its heritage and culture	• Increased village ownership of lands around community • Local laws that protect subsistence resources • Children learn subsistence skills • Youth and Elders Program
Strong family ties	• A community that promotes jobs, training, and life opportunities for young people • A community that cares for its elders	• Create 8 jobs in the village • Increase in the number of young people staying in village • A nutrition program for elders

Step 5: Creating the Map

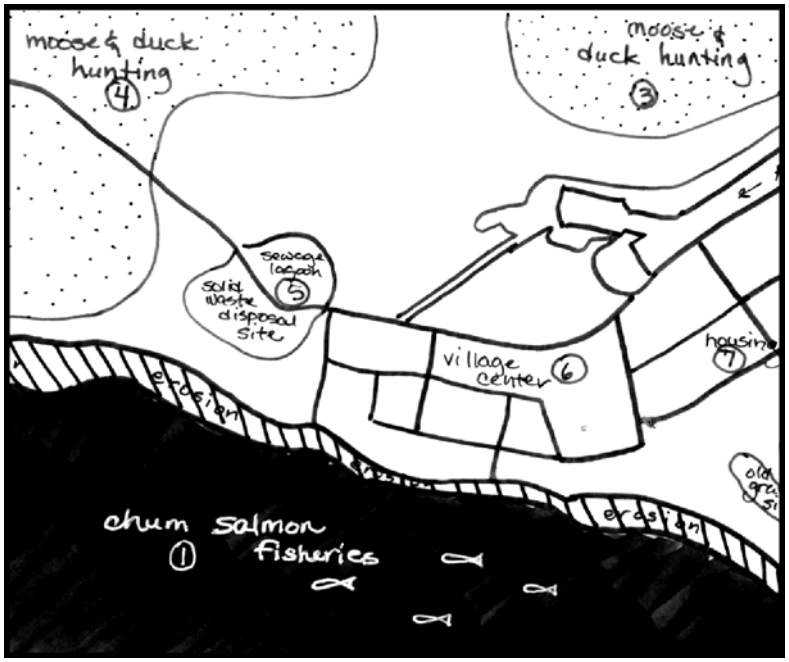
Meeting Three

In this meeting you will create a map to help ensure protection of important parts of your community. It can tell builders, engineers, and designers where to locate and where not to locate new development.

Use the same format for inviting community residents to the meeting and the same talking circles, or group format, for the meeting. Personally invite people who offer different viewpoints. This time, send out a copy of the vision statement and the list of values, goals, and measures of success along with the invitation. Remind them how all of these were defined at the last meeting.

Mapping Your Community -- Form 7

Use an aerial photo, draw your own map, or use a survey map of your community as the basis of your community map. Your village profile, including a map of your community, may be available on the Department of Community and Economic Development website.[3] Whatever you use, be able to draw on it so you can record your knowledge about your community. You may want to look at the information on Form 4: Place, to help you get started on the maps. Identify any information you think is important to understanding the landscape and place. You will want to identify important areas and structures that exist in your community.



Use Form 7 to make a key list of these places. Number each item on the list and put the number on the map to show where the important place is located. Your list will become the key to the community map.

3. Check the Department of Community and Economic Development website for a map: http://www.dced.state.ak.us/CF_ComDB.htm. This site also has other important information.

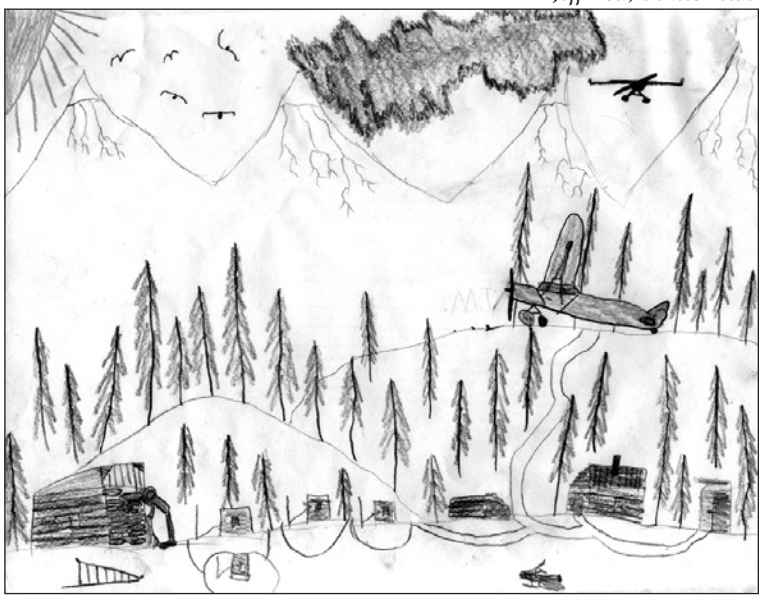
Look at the map you have created. Identify areas in and around your community that are important to you. Mark these areas on your map. When a project is proposed in your community, these marked areas are the ones that you want to be cautious with and/or protect.

Consider the following:

- Location of subsistence areas - berry picking, fishing, hunting, and processing of food, etc.
- Important landmarks
- Areas of flooding
- Water source(s) - traditional and non-traditional
- Sacred sites
- Land around your community that is important to protecting your watershed
- Sources of gravel
- Geological features, or geographical barriers (the sea, a mountain range, wildlife preserve)
- Historical landmarks
- Existing community buildings (washeteria, clinic, community hall)
- Bulk fuel storage
- Utility buildings
- Airport
- Housing areas
- Major roads

Attach your finished map to Form 7.

Jeff Holt, Bettles Field



Step 6: Considering What We Have and What We Need
Community Assets and Needs

Meeting Four

At this meeting, the community will identify assets and needs. This information will help define what changes the community wants to have happen in the future.

Continue to encourage people to attend your meetings. Use the same format for inviting community residents to the meeting.

The Elders

In a little town,

Wise elders working

They are always working,

Also helping to keep the way of life,

In a little town elders are always helping.

-Alicia Gray, Hooper Bay

Community Assets

Look at your goals and values. Now ask, what assets or resources does your community have to reach these goals? Think about the resources you have in people and ideas. How can the resources you already have help you attain your goals? For example, are there any buildings in the community that can be repaired and used for a desired purpose?

Assets can be people, ideas, programs, physical structures, or anything that may be useful to your community in meeting its goals.

The six assessment forms on the following pages can help you identify what assets and needs do and don't exist in your community.

Assessment Forms

- Capital Projects and Infrastructure Assessment -- Form 8
  This form helps you assess the buildings, utilities, and transportation needs in your community such as housing, roads, water and sewer.
- Social, Health, and Cultural Services Assessment -- Form 9
  This form will enable you to assess programs and services in your community such as health care, local dance groups, and fire protection.
- Economic Development Assessment -- Form 10
  This form will help you to assess the local jobs and industries in your community such as health aides, store owners, and teachers.
- Job Training, Education and Capacity Building Assessment -- Form 11
  This form will help you assess the training and educational opportunities available for local residents.
- Basic Environmental Assessment -- Form 12
  This form will help you assess the condition of your community's physical environment.
- Assessment of Other Items -- Form 13
  This form can be used to identify any other assets and needs in your community that do not relate directly to the other assessment forms.

Completing Assessment Sheets

After you have completed Forms 8-13, you will have an overview of the programs, services, infrastructure, utilities, and capacity building assets and needs in your community. There may be several items on the assessment lists that your community does not have. That is okay. It does not necessarily mean that your community needs those items. Every community is different. The lists are provided only to make it easier to identify your assets and needs. Determine what your needs are based on your values and goals.

Identifying Your Needs

Once you have completed your assessment sheets take a yellow highlighter and highlight each item that you have marked as a need. Now look at your goals. Your goals and assets will help you identify your needs and the actions you want to take to meet those needs. Your assets are often a beginning point that you can use to create positive change. You are now ready to build your plan. The next step is to construct plan priorities based on all the information you have that can be completed.

Form 8: Capital Projects and Infrastructure Assessment

Capital Project/ Infrastructure	Do you have it?		What is the condition?			Is there enough?		Do you need it?	
	Yes	No	Good	Avg	Poor	Yes	No	Yes	No
Airport									
Boardwalks									
Bulk fuel storage									
Cable TV									
Cemeteries and grave-sites									
City council building									
Community buildings									
Community hall									
Dock facilities									
Elder housing									
Electric power									
Fire station									
Harbor - small boats									
Health clinic									
Housing									
Internet service									
Library									
Police building									
Post office									
Recreation (parks)									
Roads									
Schools									
Sewage collection and disposal									
Solid waste disposal									
Telephone									
Tribal council building									
Washeteria									
Water service									
Youth center									
Other									

Form 9: Social, Health, and Cultural Services Assessment

Resources		Do you have this service?		Does the service need to be improved?	
Category	Type of program/service	Yes	No	Yes	No
Health	Nutrition				
	Weight loss				
	AIDS prevention				
	Substance abuse				
	Family planning				
Public safety	Police protection				
	Fire protection				
	Emergency response				
	Search and rescue				
Recreation programs	Small children				
	Teens				
	Adults				
Religion	Religious programs				
Social service programs	Child-care				
	Adoption				
	Domestic violence				
	Seniors				
	Disability services				
	Counseling - adults				
	Counseling - teens				
	Legal services				
	Suicide prevention				
	Public assistance				
Tribal governance	Tribal recognition				
	Indian Child Welfare				
	Youth courts				
	Tribal courts				
Cultural services	Dog-sledding				
	Elders' group				
	Music				
	Subsistence food preparation				
	Dance group				
	Arts and crafts				
	Language programs				
	Spirit camps				
	Storytelling				
	Other				

Form 10: Economic Development Assessment

Typical Jobs	Number of Jobs	Is it filled by a community person?		Fulltime		Seasonal		Wage
Type	#	Yes	No	Yes	No	Yes	No	Example
Arts and crafts								
City manager								
City clerk								
Principal								
Teacher/Teacher aide								
Environmental specialist								
Commercial fisherman								
Fish processor								
Logger								
Forester								
Health aide								
Nurse practitioner								
Equipment operator								
Mechanic								
Construction								
Housing manager								
Public safety officer								
Fire-fighter								
Emergency response								
HAZWOPER person								
Business owner								
Driver/pilot								
Tribal administrator								
Counselor								
Water treatment operator								
Sewage treatment operator								
Landfill operator								
Power plant operator								
Bulk fuel operator								
Other								
Other								

Form 11: Job Training, Education, and Capacity Building Assessment

Training/Education/Capacity Building Opportunities		Existing job in community		Training/ education needed?		Is training available in village?	
Category	Type	Yes	No	Yes	No	Yes	No
Agriculture	Farmer						
Arts and crafts	Artisans						
City government	City manager						
	City clerk						
Education	Principal						
	Teacher /Teacher aide						
Environment	Environmental specialist						
Fishing	Commercial fisherman						
Fish processing	Fish processor						
Forestry	Logger						
	Forester						
Health	Health aide						
	Nurse practitioner						
Heavy equipment operation and maintenance	Equipment operator						
Mining (including gravel)	Miner						
Oil and gas	Driller						
Public safety	Village Public Safety Officer						
	Emergency Response						
	HAZWOPER- hazardous waste training						
	Fire-fighter						
Small business	Business owner						
Transportation	Driver/pilot						
Tribal/ IRA govt.	Tribal administrator						
Utilities	Water treatment operator						
	Sewage treatment operator						
	Landfill operator						
	Power plant operator						
	Bulk fuel operator						
Other							

Form 12: Basic Environmental Assessment

Environmental Assets/Needs	Do you have it?		If this is lacking, does your community need it?	
	Yes	No	Yes	No
Safe Drinking Water				
Adequate Supply of Water				
Certified Water Treatment Operators				
Safe Sewage Disposal and Treatment				
Permitted Landfill				
Recycling Program				
Used Oil Storage Area				
Lead Acid Battery Collection Area				
Tank Farms with Secondary Containment				
Fuel Spill Clean-up Materials				
Knowledge of fuel spill areas				
Developable Land				
Fuel Spill Prevention Plan				
Hazardous Waste Response Team				
Erosion Control				
Contaminated Sites Identified				
Healthy Subsistence Food				
Environmental Education Programs				
Healthy Wildlife Populations				
Old Military Site Clean-up Plans				
Hazardous Waste Collection Area				
Protected Watershed Plan				
Community Environmental Plan				
Environmental Impact Statement				
Other				
Other				

Form 13: Assessment of Other Items

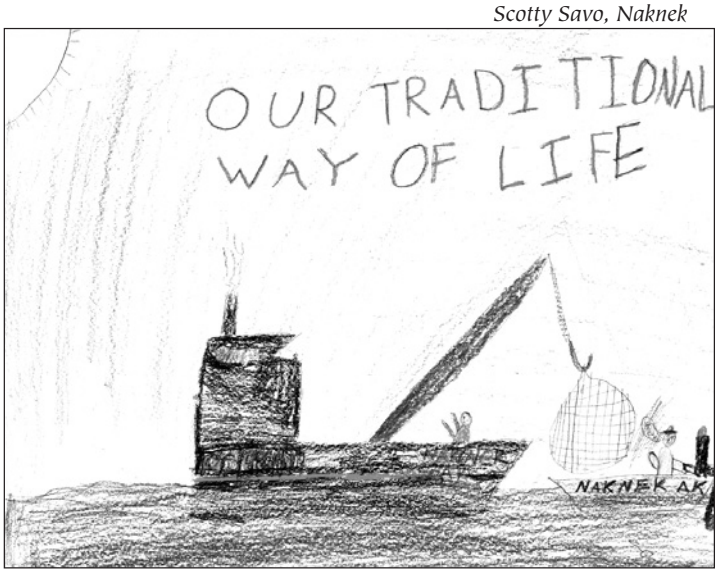
Other Asset or Need	Do you have it?		How would you rate it?			Do you need it?	
	Yes	No	Good	Average	Poor	Yes	No

Step 7: Building the Plan

Meeting Five

As usual, post an invitation to the meeting in public places and continue to encourage people to attend your meeting.

Scotty Savo, Naknek



Different goals and needs require different kinds of projects, activities, and programs. Making a plan of what is needed helps the community know where to put its energy in order to make changes that the community knows it wants. You now know what your assets are. You now know your needs, values, vision, and goals. Carefully look at those goals and your assessment work and then build your strategic plan lists.

Again, a community plan often can be presented in broad areas:

- Description of the Community
- Capital Projects and Infrastructure
- Social, Health, and Cultural Services
- Economic Development
- Job Training, Education, and Capacity Building
- Environment Quality
- Other (projects or programs that do not fit in the above categories)

Area by area, look at your values, goals, assets, and needs. Start with your capital projects and infrastructure list. As you build that list, be sure to think about how the items on that list relate to the other lists, like the job training, education, and capacity building list.

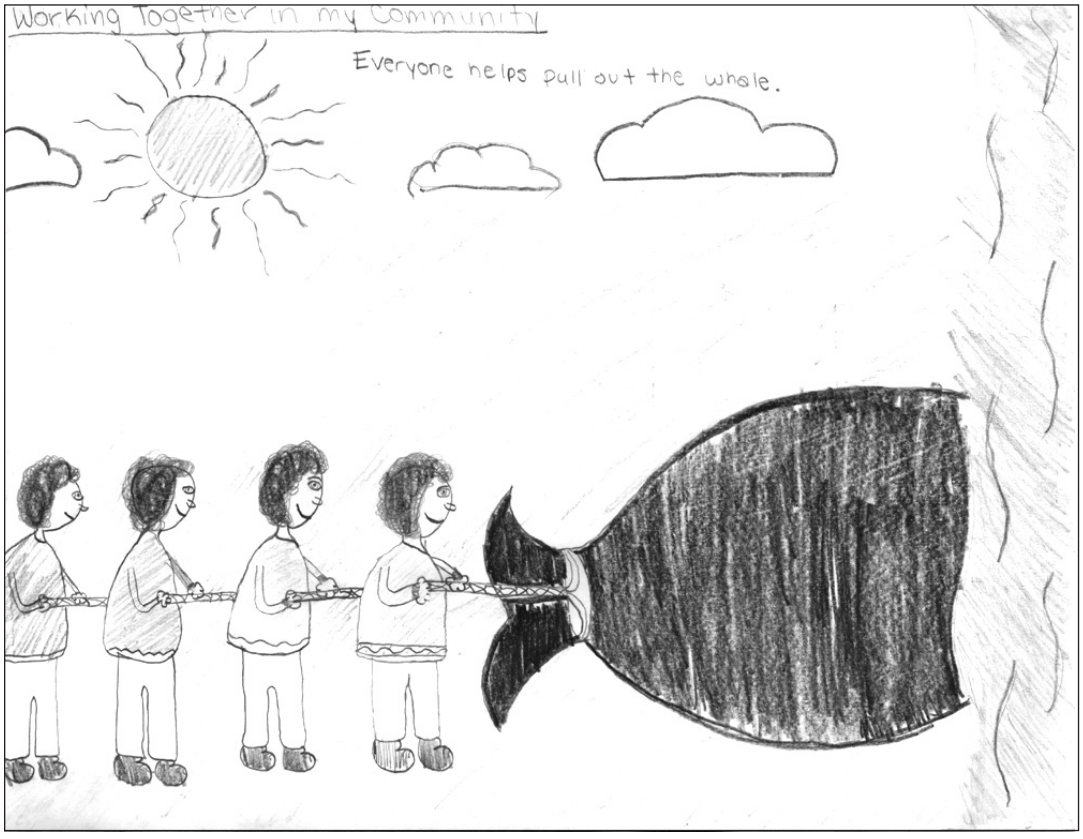
Prioritize each list based on what makes sense to do first. What projects can be done together? Are there some things that are very easy that can be done right away? Are there projects that have been started and for some reason have not yet been completed and just need a little help? Prioritize each list with consideration of how each list relates to the others. Try to make the projects complement each other.

Be sure to check back to the work you have done in other meetings. Look at your map and at the community assessment forms. Look at the needs that you highlighted on your assessment sheets. Look at each program and project list and pick the things that are most important. How can you complement your existing assets?

Together, these lists can help ensure that projects are whole and functional upon completion. For example, utility management operator training fits with construction of a new water and sewer system; a nurse position fits with a new clinic; and housing needs sewer, water, and a road. Making sure that related activities on each list support a complete project or activity will result in good, effective outcomes.

As you make the priority lists of the projects and programs that you want in your community, you are creating a strategic plan. These priority lists can become your guide. They can also guide resource agencies. They can help you see all your needs and goals and then allow you to coordinate your efforts in a sensible way. They can help resource agencies coordinate with one another.

Uinniq Ahgeak, Barrow



Things to Consider:

Capital Projects and Infrastructure -- Form 14

This is the place to think about your priorities for the built environment. Be sure to consider that there are real cash costs for operation and maintenance. Consider energy costs. Make sure that what you ask for will fit with your community values. For example, a water system sometimes means washers, dryers, and a hot water tank. How will this affect your generator capacity? Are there resources that you can share with nearby communities?

Aurie Hooper, Tununak

Form 14: Capital Projects and Infrastructure Priorities

Project name	Potential resource(s)	Projects or programs that relate
1. Sewage lagoon	• Village Safe Water • U.S. Bureau of Indian Affairs • U.S. Department of Housing and Urban Development	• Road - land conveyance • Water treatment operator
2. Replace breakwater at small boat harbor	• Alaska Department of Transportation and Public Facilities • U.S. Army Corps of Engineers • U.S. Economic Development Administration	• Road to harbor • Job training-fisheries • Fish processing plant
3. 10 new housing units	• U.S. Department of Agriculture – Rural Development • Alaska Housing Finance Corporation • Tribal Housing Authority • U.S. Department of Housing and Urban Development	• Road • Water and sewer • Homebuyer training
4. Road to safe house, health clinic, and airport	• Alaska Department of Transportation and Public Facilities • U.S. Department of Agriculture – Rural Development • U.S. Bureau of Indian Affairs • Denali Commission	• Sewer and wastewater link to clinic • Health clinic roof • Health aide • Domestic violence counselor

Social, Health, and Cultural Services Programs -- Form 15

This list reflects the priorities for the social, health, and cultural makeup of your community. What programs will make a real difference in meeting your community's needs? What programs are most important to your core community issues and values? Think about the long-term costs for new programs and about how these programs can hire local people. What needs to go on to support subsistence knowledge? Programs often need a space. Do you have a place for your program? How can you weave in your assets to build the programs? Remember to prioritize your list.

Clarence James, Tununak

Form 15: Social, Health, and Cultural Services Priorities

Program or service name	Potential resource(s)	Projects or programs that relate
1. Health services	• Alaska Department of Health and Social Services • U.S. Indian Health Service • Alaska Native Tribal Health Consortium	• New health clinic • Airport Improvements • Road • Health aide training
2. Domestic violence prevention program	• Alaska Department of Health and Social Services • U.S. Department of Housing and Urban Development	• Sobriety meetings • Village Public Safety Officer • Safe house
3. Traditional dance program for youth	• Local ANCSA corporation or tribal government • Alaska Federation of Natives • Alaska Humanities Forum • Elders	• Youth and Elders program • Community Center • Tribal meeting room

Economic Development -- Form 16

This list prioritizes the opportunities in existing jobs and how you can create new jobs in your community. What needs to be done to increase jobs in your community? Are there opportunities for small businesses or construction? Does the proposed project fit with the community's values? Is there a need for the services that the project will provide? Do people in the community want jobs associated with the project?

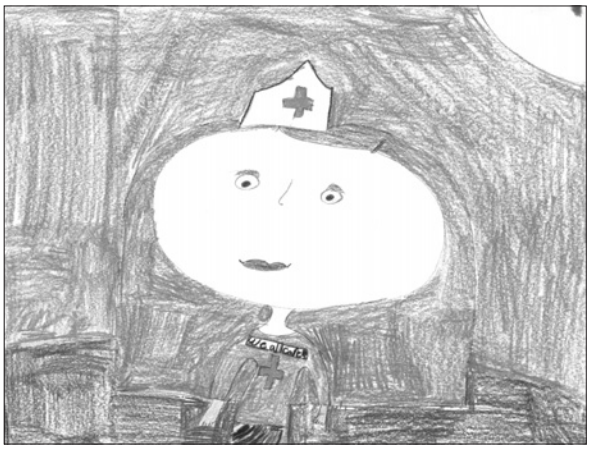
Lukas Sergeant, Port Lions

Form 16: Economic Development Priorities

Project name	Potential resource(s)	Projects or programs that relate
1. Fish processing plant	• U.S. Department of Agriculture – Rural Development • Community Development Quota Corporation • U.S. Economic Development Administration • U.S. Department of Housing and Urban Development	• Housing • Fish processing equipment • Freezer
2. New bed and breakfast and cafe	• U.S. Department of Agriculture - Rural Development • U.S. Small Business Development Administration • U.S. Economic Development Administration	• Small business start-up training • Loan programs • Road to airport

Job Training, Education, and Capacity Building -- Form 17

Tabitha Holm, Naknek



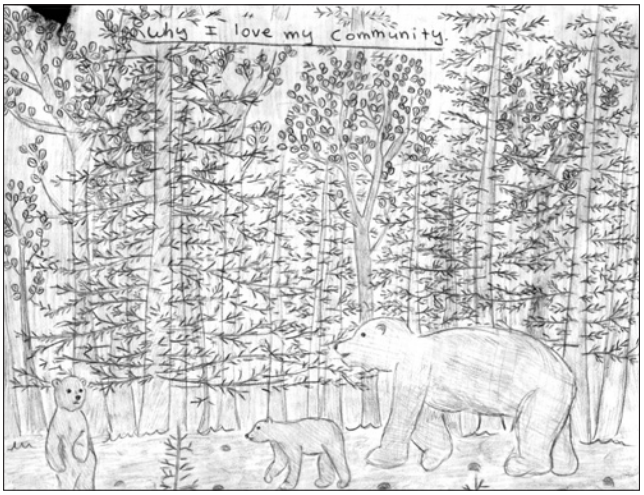
Here is an opportunity to prioritize what is needed to prepare residents for work and to help the community develop skills to direct its future. What training can strengthen individuals as part of the community? What kind of training programs are needed to meet the needs of the community? Is training available for water and wastewater operators, your city clerk or manager, public health aide or nurse, and the maintenance operator for the generator and bulk fuel storage? What training will be necessary to meet the needs of new economic development projects? What training will be required to work in the construction of new infrastructure? What training will prepare your children for the future? Do they want to go to trade schools or college? How they prepare themselves for those goals is important. How can the community transfer subsistence knowledge?

Form 17: Job Training, Education, and Capacity Building Priorities

Project name (or training)	Potential resource(s)	Projects or programs that relate
1. Water/wastewater treatment operator training program	• Village Safe Water • U.S. Environmental Protection Agency	• Sewage lagoon • Road to sewage lagoon
2. Management and marketing for new fish processing plant	• U.S. Economic Development Administration	• New processing facility • Fish processing training • Management and accounting training
3. Homebuyers program	• Alaska Housing Finance Corporation • Consumer Credit Counseling Service of Alaska • U.S. Department of Housing and Urban Development	• 10 new housing units

The Environmental Priorities -- Form 18

Yuliga Moskalenko, Delta Junction



This form allows you to prioritize basic environmental needs in your community. Are there environmental issues that directly impact the health of your community? Does your community have enough developable land for future growth? Are there urgent environmental concerns? Are there some areas that have an impact on several other areas in the community? For example, poor landfill management can result in airplane hazards from birds, unsanitary community conditions, air pollution from burning garbage, and attracting bears into the community. The manual "7 Generations: Addressing Environmental Concerns for the Future Generations of Rural Alaska" (referenced in the Appendix) can guide your community through building a prioritized list of environmental concerns and actions needed to address some of these concerns. If you have a list of environmental priorities already completed, use that list in place of this form.

Form 18: Environmental Priorities

Project name	Potential resource(s)	Projects or programs that go together
1. Land development	• Alaska Department of Natural Resources • Local village corporation • Regional ANCSA corporation	• Housing • Roads
2. Contaminated site clean-up	• U.S. Army Corps of Engineers • U.S. Environmental Protection Agency • Alaska Department of Environmental Conservation	• Hazardous waste management course • Well siting • Housing construction

Other Community Priorities-- Form 19

This list is used to prioritize any other community needs that do not relate to the other five forms. Again, think about your community's values. What projects are important to your community and do not fit anywhere else? Are there basic issues about your children or your elders or any other group of people that need to be considered? Examine your community assets and try to link these projects with others in your community.

Chantelle Nakarak, Shaktoolik

Form 19: Other Community Priorities

Project name	Potential resource(s)	Projects or programs that go together
1. Archaeological Site	• Alaska Department of Natural Resources • Local village corporation • Alaska Department of Environmental Conservation	• Community facilities • Roads • Housing • Airport siting • Water/Sewer
2. Capacity Building	• Rural-CAP • USDA - Rural Development • Alaska Municipal League • Alaska Department of Environmental Conservation • Department of Economic Development • First Alaskans Foundation • Tribal Planning Assistance (AVCP or Tanana Chiefs) • Rural Utility and Business Assistance	• Utility board • Management training • Water and wastewater plant operator training

Step 8: Implementation Strategy

Meeting Six

Once you have planned what your community priorities are, you can develop an implementation strategy to make sure each item in your plan's priority lists actually happens. At this meeting, you will be developing your implementation strategy. This part of the plan has two parts, *project scoping* and an *action plan*. Together they identify what needs to be done to ensure that projects and programs are implemented.

Continue to encourage people to attend your meetings. Share the information you have gathered at previous meetings.

Making it Happen

Raini Reynolds, Juneau

Look at your priority lists from your last meeting. Review the different projects and programs you have identified and decide which projects and programs you want to make happen first. Have an open discussion about what resources you have in your community to get various projects or programs implemented. Think about your community's assets. In light of available resources, which projects can you work on? You may want to go around the room and have each person identify their top three projects. This will help you to decide what your top community projects and programs will be and how you will achieve your vision for the future.

Once you identify those projects, consider the *challenges* and *barriers* to implementing them. You may find it helpful to make a list of your challenges and their potential solutions. For example, new housing requires land. Often land is not surveyed. The lack of a survey is a barrier to new housing. List any barriers you can think of which make the goal challenging to attain. Have your group brainstorm ways to overcome the barriers. Think about the agencies or people you know who can help solve these challenges. You may want to contact these agencies as part of your action plan.

Your list of challenges/barriers and solutions will help you identify the *actions* you want to take in order to make the project happen. Which projects or programs are the most important to you? You may want to begin with just one or two projects. Remember, you need to make your projects whole.

Plan for Action

Your action plans are designed to help your community stay focused on "who" needs to do "what" and "when" in order to make your development happen. You will need to assign a lead community person who will be responsible for overseeing the project or program.

While you are developing your actions be sure to look at your identified challenges and barriers and your potential solutions. What actions can be taken to overcome the challenges and barriers? Build a list of tasks that need to be done to get your project started and to keep it going. Also, each action should have a person who is responsible to see that it happens and a date by which the action is to be completed.

Use Form 20 as a summary plan for each project you want to complete. Often, the lead person plays the role of overseeing the individuals who have promised to do each task. The following is an example of an action plan.

Form 20: Community Action Plan

Sample Action Plan

Name of Project/Program: Construct fence around existing landfill

Lead person: Environmental Specialist – Sam Jones

Action	Person	Important dates
1. Identify resources to build new fence around landfill	City Clerk - Karen Nelson	November 1, 2001
2. Fill out application	Mayor - Tony Lagoon, City Clerk - Karen Nelson	January 1, 2002
3. Secure Funding	Mayor - Tony Lagoon, City Clerk - Karen Nelson	February 15, 2002
4. Hire Engineer to design new fence	Mayor - Tony Lagoon City Clerk - Karen Nelson	March 1, 2002
5. Review Design	Tribal Council Committee Karen, Tony, Sam, Linda	April 15, 2002
6. Obtain cost estimates and secure bids for construction of fence	Mayor- Tony Lagoon, City Clerk - Karen Nelson	May 1, 2002
7. Hire contractor to build fence	Mayor and Tribal Council	May 15, 2002
8. Purchase materials and have them shipped to site	Bill's Construction Company - Bill Brown	May 20, 2002
9. Construct fence	Bill's Construction Company - Bill Brown	July 1, 2002
10. Final Review project completion with contractor	Mayor, Tribal Council, Bill Brown	September 1, 2002

Project Scoping -- Form 21

Once you have completed your action plan, the next step is to complete a project scoping sheet. The project or program scoping process specifically defines what it is that the community wants to develop. It includes a project or program description and cost estimates. It also outlines related job and training needs for operations and maintenance of the project as well as potential construction jobs. It asks how the project coordinates with other local activities and how it connects with the surrounding area and regional priorities.

While you scope your project or program, it is important to consider the long-term operational cost as well as the challenges and barriers associated with its development. The Project Scoping Form asks some basic questions regarding the scope of the project. Some of these answers may be easier to come up with after you have had time and resources to develop a more in-depth project proposal. Do your best to answer the questions on Form 21. You can always add to the project scoping sheet as you learn more information about your project.

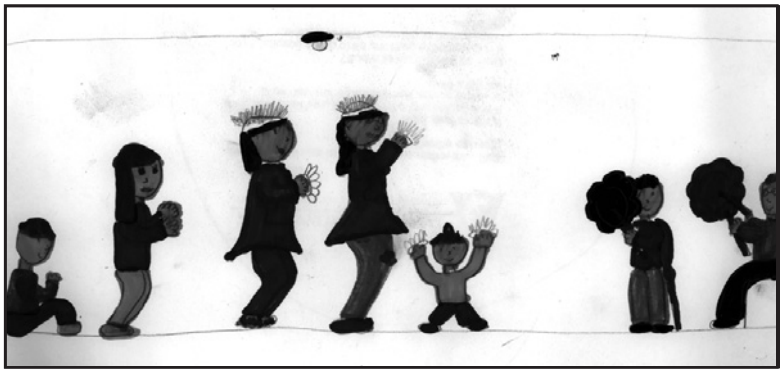
Duties of my town

My town's clean, nice and fresh.
The sky is blue
But there's a lot to do.
Like rake, water, plant and hoe.
Give, feed, laugh, and bare,
Bare the duties of this town
This town that loves each other.
Loves each other enough to help
By mending quarrels and helping friends
You must be glad to find their needs
And help them with each one.
It can hurt or make you smile
But you can't be sure until you try.

-Corine Neumuth, Fairbanks

Step 9: Maximizing and Celebrating Your Plan

Samantha Kanrilak, Tununak



Your plan represents your community. As you know, this plan will help people outside your community understand your area. When complete, it can be used for a variety of purposes – for promoting tourism, new businesses, and even new residents. For these reasons you may want to add other things, like photos or drawings, or use quotes from village elders, children, city officials, or residents that reflect your community's values and goals.

To get children involved you may want to have them draw pictures that represent your community's values and vision for the future. You may want to hold a contest for designing the cover of your plan. Involve your high school students by having them take charge of these types of activities.

Other ideas you might want to consider in producing your plan include:

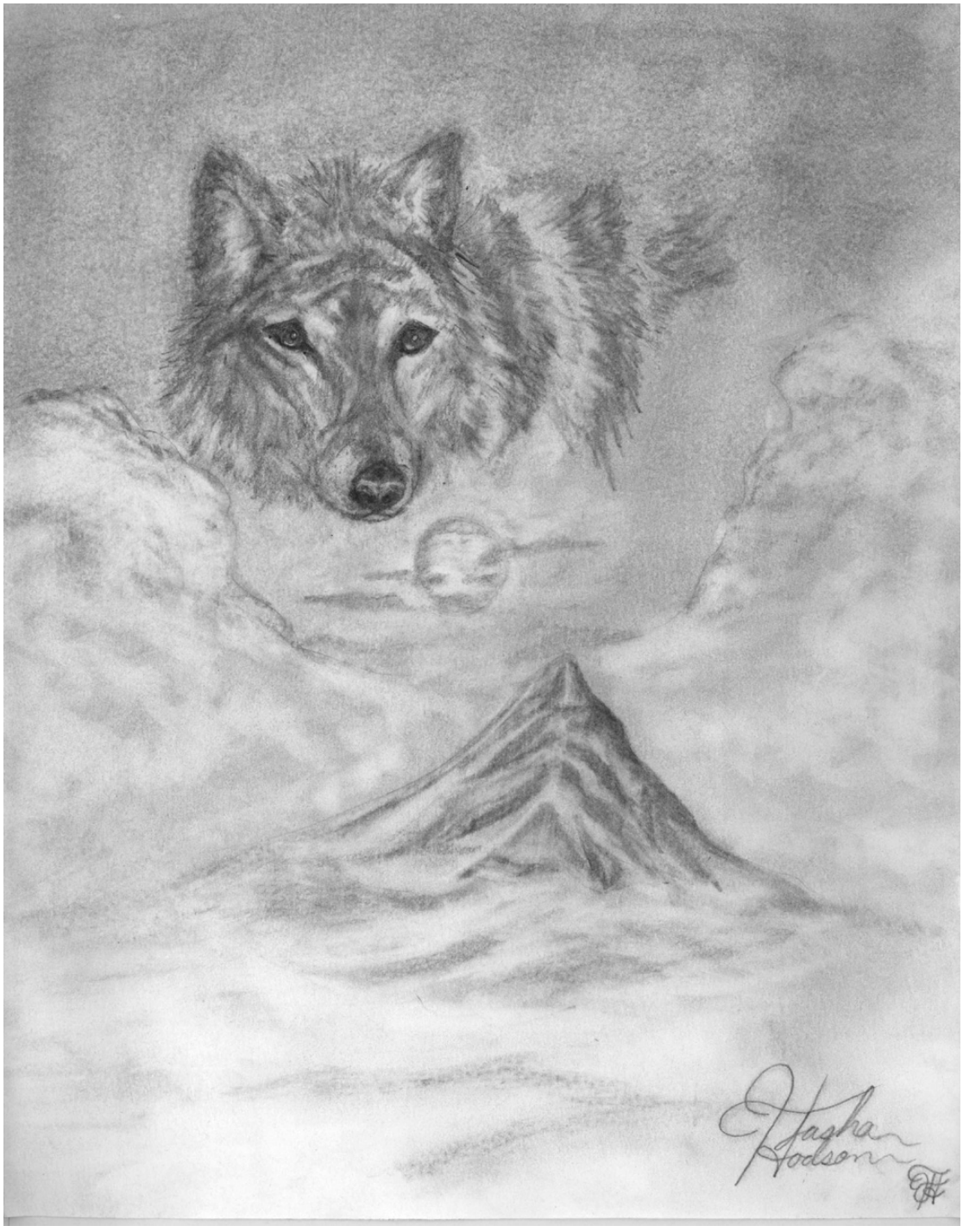
- Taking photos during your public meetings that show people participating in the process.
- Taking photos or having a local artist sketch the people that live in your community, the buildings, housing, roads, airport, health clinic – things that represent your values and/or your needs.
- Using photos that show the community in winter and summer so that people can understand the climate and conditions.
- Using quotations from elders and children about the community on the section dividers in your plan.

Eskimo Dancing
Dance fans,
Tight gloves,
Colorful qaspeq,
Decorated headdresses,
Bending knees,
Beating drums
Kneeling men,
Hunting dances.
– Medina Sunny, Tununak

Remember: this is your plan.

The success of your plan will depend on you. Once you have put your plan together, its power lies in using it. Remind resource people and agencies that you have a plan and that you expect them to use it. If you empower its use, it will be respected.

Forms



Plan Checklist

The following checklist will help you be sure you have completed each step of your community strategic plan. If you have already done several steps, just fill out the forms and move on. If you have trouble filling in some information on the forms, leave it blank. You may want to contact one of the resource agencies listed in the appendix or on the forms for help. Also, you do not have to write the plan on the sheets provided. Add pages if necessary.

Please try to follow the format below. It will help funding sources understand your plan. If you have a completed community plan and a record of the public process, then just fill out the plan form from your existing plan. If you don't have a plan, use the guide and develop your community strategic plan.

Form number	Title of form	Date form completed
	Resolution for Adoption of Community Plan	
1	Description of the Community- Overview	
2	Description of the Community- The People	
3	Description of the Community- Education, Jobs, and Income	
4	Description of the Community- The Place	
5	Community Values and Vision	
6	Goals and Measures of Success	
7	Key to Community Map	
8	Capital Projects and Infrastructure Assessment	
9	Social, Health and Cultural Services Assessment	
10	Economic Development Assessment	
11	Job Training, Education, and Capacity Building Assessment	
12	Basic Environmental Assessment	
13	Assessment of Other Items	
14	Capital Projects and Infrastructure Priorities	
15	Social, Health, and Cultural Services Priorities	
16	Economic Development Priorities	
17	Job Training, Education, and Capacity Building Priorities	
18	Environment Priorities	
19	Other Priorities	
20	Community Action Plan	
21	Project Scoping Form	
22	Public Process Record	

Resolution for Adoption of Community Plan

WHEREAS, this community plan is important to the future growth and development of _____; and,

WHEREAS, this plan was created through a public process which captured the values and goals of our community; and,

WHEREAS, this plan is a tool that helps us manage change in our community; and,

WHEREAS, this plan is intended to coordinate future community development and service delivery; and,

WHEREAS, we ask all public, private, and non-profit entities serving our community to recognize and use this plan; and,

NOW THEREFORE BE IT RESOLVED, that this plan is adopted by the community of _____; and,

BE IT FURTHER RESOLVED, that the parties of this resolution agree to work together to pursue the values, goals, and vision expressed in this plan.

Certification

We hereby certify that this resolution was duly passed and approved by the following parties:

_____ _____
Tribal Government Date

_____ _____
Municipal Government Date

_____ _____
ANCSA Village Corporation Date

Form 1: Description of the Community- Overview

Write a summary description about your community's Place, Culture and History, Economy, Governance, and Critical Issues. Use the back of this form if necessary. See pages 9-10 for guidelines on writing this overview.

Sources to Help

• Alaska Dept. of Community and Economic Development – Community Profiles • U.S. Army Corps of Engineers -- Flood Plain Management • Alaska Museum • Local knowledge/elders	• U.S.D.A. Natural Resources Conservation Service • U.S. Geological Survey • U.S. Army Corps of Engineers • U.S. Census Bureau • University of Alaska

Form 2: Description of the Community - The People

Fill in the blank information below to give an overall description of the population of your community:

_____ Total current population (source and date) _____

_____ Number of Alaska Natives

_____ Number of people under 18

_____ Number of people over 60

_____ Total population in 1990 -Use census data for 2000 if available. (date_____)

_____ Number of students in elementary school (date_____)

_____ Number of students in high school (date_____)

_____ Infant birth and death rate

What are the major recurring health problems in your community?

Sources to Help

• U.S. Census Bureau • Local school district	• Health clinic • Regional non-profits

Form 3: Description of the Community Education, Jobs, and Income

Answer the questions below to provide an overview of education, jobs, and income in your community:

_____ Number of full-time jobs _____ Number of part-time jobs

_____ Number of seasonal jobs _____ Number of people looking for work

_____ Number of families on public assistance

_____ Median household income (use the last census figures; if you use an update, name the update source)

☐YES ☐NO Are your city and tribal government paid in full to the Internal Revenue Service (IRS)?

_____ Number of high school graduates last year (year _____)

_____ Number of students who went to college last year _____ trade school _____ (year_____)

What jobs are available for high school graduates?
None.
What types of educational programs exist in your community? Adult programs?

List the employers in your community and the number of people employed by each:

Employers	Number Employed
1.	
2.	
3.	
4.	
5.	
6.	
7.	

Sources to help

• Alaska Dept. of Labor, Research and Analysis • U.S. Census Bureau • Local employers	• Local school district • Regional non-profits • ARDOR organizations

Form 4: Description of the Community - The Place

Do your best to answer the following questions on land and environment:

1. Is your community an Alaska Native townsite? ☐YES ☐NO
   If not, has your community been surveyed? ☐YES ☐NO

2. Who are the major landowners in the community? (List them on a separate sheet if necessary.)

3. What was the land entitlement of your village ANCSA Corporation?

4. What is the status of 14(c) reconveyances?

5. Are there special local issues, (e.g. land trades, Native allotments)?

6. Is there a river or bay where your community is located? Does your community ever flood? When was the last flood? Where did it flood?

7. Does your community have erosion problems? If so, where? Which areas of town are affected?

8. Where is the community water source?

9. Where does the community get its gravel?

10. Are there any contaminated sites in your community (oil spills, hazardous waste disposal, old military)? Describe these.

11. Are there any old landfills? Where are they located?

12. Do you have an environmental and/or natural resources person employed in your community?

13. Does your community have an environmental plan? If so, what are the top five priorities identified in your plan?

14. Does your community have a completed Environmental Impact Statement (EIS)? If so, attach it to your community plan as resource information/data.

Sources to help

• U.S. Army Corps of Engineers • U.S. Geological Survey • U.S. Environmental Protection Agency • U.S. Bureau of Indian Affairs	• Local environmental planner/natural resource planner • USDA Natural Resources Conservation Service

Form 5: Community Values and Vision

Community Values. List your community's ten most important values. Underline the top five. If you feel you need to list more to truly reflect your community, do it.

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

11.

12.

13.

Community Vision Statement. Write a statement below that best describes what the community wants to be like in the future. This statement is based on your community's values.

Form 6: Goals and Measures of Success

Look at your values and vision statement. For each value you wrote on Form 5, develop a goal and measure of success. There may be several goals for each value.

Goals	Measures of Success
	• •
	• •
	• •
	• •
	• •
	• •
	• •
	• •
	• •
	• •
	• •

Form 7: Key to Community Map

Locate or draw a map of your community. Think about the areas in your community that you value. On this map, find the places and structures that are important. Use the form below to list these places and describe why they are important. Then, label these places on your map. Attach your finished map to this form.

Place	Importance
Example: Graveyard (#1 on map)	Sacred site
Low land south of river (#16 on map)	Good berry picking
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
7.	7.
8.	8.
9.	9.
10.	10.
11.	11.
12	12
13.	13.
14.	14.
15.	15.
16.	16.

Check the Department of Community and Economic Development web site for a map of your community: http://www.dced.state.ak.us/CF_ComDB.htm.

Form 8: Capital Projects and Infrastructure Assessment

Use the list below to identify the important structures, utilities, and transportation assets and needs that exist in your community. Check the correct boxes for each of the items listed below. If there is something missing from the list, add it under "other". If an item doesn't apply to your community, leave it blank.

Capital Project/ Infrastructure	Do you have it?		What is the condition?			Is there enough?		Do you need it?	
	Yes	No	Good	Avg	Poor	Yes	No	Yes	No
Airport									
Boardwalks									
Bulk fuel storage									
Cable TV									
Cemeteries and graves									
City council building									
Community buildings									
Community hall									
Dock facilities									
Elder housing									
Electric power									
Fire station									
Harbor - small boats									
Health clinic									
Housing									
Internet service									
Library									
Police building									
Post office									
Recreation (parks)									
Roads									
Schools									
Sewage collection and disposal									
Solid waste disposal									
Telephone									
Tribal council building									
Washeteria									
Water service									
Youth center									
Other:									
Other:									
Other:									

Form 9: Social, Health, and Cultural Services Assessment

Use the list below to identify the important social and cultural service assets and needs that exist in your community. If an item doesn't apply to your community, leave it blank.

Resources		Do you have this service?		Does the service need to be improved?	
Category	Type of program/service	Yes	No	Yes	No
Health	Nutrition				
	Weight loss				
	AIDS prevention				
	Substance abuse				
	Family planning				
Public safety	Police protection				
	Fire protection				
	Emergency response				
	Search and rescue				
Recreation programs	Small children				
	Teens				
	Adults				
Religion	Religious programs				
Social service programs	Child-care				
	Adoption				
	Domestic violence				
	Seniors				
	Disability services				
	Counseling - adults				
	Counseling - teens				
	Legal services				
	Suicide prevention				
	Public assistance				
Tribal governance	Tribal recognition				
	Indian Child Welfare				
	Youth courts				
	Tribal courts				
Cultural services	Dog-sledding				
	Elders' group				
	Music				
	Subsistence food preparation				
	Dance group				
	Arts and crafts				
	Language programs				
	Spirit camps				
	Storytelling				
	Other				

Form 10: Economic Development Assessment

Use the list below to identify the local economic assets and needs in your community. If an item doesn't apply to your community, leave it blank.

Typical Jobs	Number of Jobs	Is it filled by a community person?		Fulltime		Seasonal		Wage
Type	#	Yes	No	Yes	No	Yes	No	Example
Arts and crafts								
City manager								
City clerk								
Principal								
Teacher/Teacher aide								
Environmental specialist								
Commercial fisherman								
Fish processor								
Logger								
Forester								
Health aide								
Nurse practitioner								
Equipment operator								
Mechanic								
Construction								
Housing manager								
Public safety officer								
Fire-fighter								
Emergency response								
HAZWOPER person								
Business owner								
Driver/pilot								
Tribal administrator								
Counselor								
Water treatment operator								
Sewage treatment operator								
Landfill operator								
Power plant operator								
Bulk fuel operator								
Other								
Other								

Form 11: Job Training, Education, and Capacity Building Assessment

Use the list below to identify any job training, education, and capacity building assets and needs in your community. If an item doesn't apply to your community, leave it blank.

Training/Education/Capacity Building Opportunities		Existing job in community		Training/ education needed?		Is training available in village?	
Category	Type	Yes	No	Yes	No	Yes	No
Agriculture	Farmer						
Arts and crafts	Artisans						
City government	City manager						
	City clerk						
Education	Principal						
	Teacher /Teacher aide						
Environment	Environmental specialist						
Fishing	Commercial fisherman						
Fish processing	Fish processor						
Forestry	Logger						
	Forester						
Health	Health aide						
	Nurse practitioner						
Heavy equipment operation and maintenance	Equipment operator						
Mining (including gravel)	Miner						
Oil and gas	Driller						
Public safety	Village Public Safety Officer						
	Emergency Response						
	HAZWOPER- hazardous waste training						
	Fire-fighter						
Small business	Business owner						
Transportation	Driver/pilot						
Tribal/ IRA govt.	Tribal administrator						
Utilities	Water treatment operator						
	Sewage treatment operator						
	Landfill operator						
	Power plant operator						
	Bulk fuel operator						
Other							

Form 12: Basic Environmental Assessment

Use the list below to identify basic environmental assets and needs in your community. If an item doesn't apply to your community, leave it blank.

Environmental Assets/Needs	Do you have it?		If this is lacking, does your community need it?	
	Yes	No	Yes	No
Safe Drinking Water				
Adequate Supply of Water				
Certified Water Treatment Operators				
Safe Sewage Disposal and Treatment				
Permitted Landfill				
Recycling Program				
Used Oil Storage Area				
Lead Acid Battery Collection Area				
Tank Farms with Secondary Containment				
Fuel Spill Clean-up Materials				
Knowledge of fuel spill areas				
Developable Land				
Fuel Spill Prevention Plan				
Hazardous Waste Response Team				
Erosion Control				
Contaminated Sites Identified				
Healthy Subsistence Food				
Environmental Education Programs				
Healthy Wildlife Populations				
Old Military Site Clean-up Plans				
Hazardous Waste Collection Area				
Protected Watershed Plan				
Community Environmental Plan				
Environmental Impact Statement				
Other				
Other				
Other				
Other				
Other				
Other				
Other				
Other				

Form 13: Assessment of Other Items

Use the form below to identify any other community assets or needs that were not identified on Forms 8-12.

Asset or Need	Do you have it?		How would you rate it?			Do you need it?	
	Yes	No	Good	Average	Poor	Yes	No

Form 14: Capital Projects and Infrastructure Priorities

Project name	Potential resource(s)	Projects or programs that relate to this project
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
13		

Form 15: Social, Health, and Cultural Services Priorities

Program or service name	Potential resource(s)	Projects or programs that relate to this project
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
13		

Form 16: Economic Development Priorities

Project name	Potential resource(s)	Projects or programs that relate to this project
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
13		

Form 17: Job Training, Education, and Capacity Building Priorities

Project name	Potential resource(s)	Projects or programs that relate to this project
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
13		

Form 18: Environmental Priorities

Project name	Potential resource(s)	Projects or programs that relate to this project
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
13		

Form 19: Other Priorities

Project name	Potential resource(s)	Projects or programs that relate to this project
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
13		

Form 20: Community Action Plan

Use the form below to write an action plan for each project or program that you identified as a priority.

Name of Project/Program:

Lead person:

List important actions needed to complete this project or program. Identify your challenges and barriers and consider the actions needed to overcome these when writing your actions. Also, include the name of the person who will be responsible for each action and the important dates related to each action.

Action	Person	Important dates
1.		
2.		
3.		
4.		
5.		
6.		
7.		

Form 21: Project Scoping Form

Community: _____ Contact: _____

Address:_____

Phone: _____ Fax: _____ Email: _____

Name of Project: _____Date: _____

Contact Person: _____

Do your best to answer the following questions about your proposed project or program below. Attach other sheets of paper if necessary. If you don't have the information, do your best to find it. This information will help you manage your project from beginning to end.

Description:

1. What is the project? Briefly describe it.

2. Why is this project needed? Identify the problem/need/strategy that the project addresses.

3. Is this project part of a plan (economic development plan, environmental plan)? How does it fit in the plan?

4. List any studies or plans that are needed (feasibility, marketing, engineering, design or other technical studies). Identify whether they have been started or the stage the plan is currently in.

Costs:

5. What is the estimated cost of the project?

6. What funds have been secured? Specify amounts, sources, local match, and any conditions attached.

7. What is the annual cost and long-term cost for operation and maintenance of this project? How will the community meet these costs?

8. What local resources are available for the long-term operation and maintenance costs of this project?

Form 21: Project Scoping Form (continued)

Jobs & training:

9. What service jobs will be needed in order to operate and maintain this project?

10. How many full-time, permanent jobs will this project create and/or retain?
_____ create in 1-3 years _____ create in 3-5 years _____ retain

11. What training is necessary in order to prepare local residents for jobs on this project?

12. What construction jobs will be necessary to complete this project?

Job Type	Number of Jobs	Wage-Rate

Coordination:

13. Are other projects related to or dependent on this project? ☐ YES ☐ NO

Is this project dependent on other activities or actions? ☐ YES ☐ NO
If yes, describe projects, actions or activities specifying phases where appropriate.

14. Does this project fit into a regional strategy? ☐ YES ☐ NO
Does it meet the needs of other communities as well as your own? ☐ YES ☐ NO

15. How many businesses will be affected by this project and how?

16. What type of needed infrastructure does this project provide?

Other:

17. What permits will be required? List the permit, permitting agency, and status of existing applications.

18. What health and safety problems will this project address?

19. What state and/or federal compliance requirements will this project satisfy or correct?

20. How will the project improve the environment?

Form 22: Public Process Record

Provide a record of your public process below. Use one of these forms for every meeting, interview or survey you complete. Attach additional pages if necessary.

Type of public process: ☐ meeting ☐ interview ☐ survey

Date:

Location:

Topic:

People in attendance:
For *meetings*, attach a sheet with the names of all people attending the meeting.
For *interviews*, record the name of the person here.
For *surveys*, write the number of people surveyed here.

Summary of meeting/interview/survey:
For *meetings*, include a brief summary of the key outcomes of your meeting below.
For *interviews*, include the questions asked along with the main answers below.
For *surveys*, attach a copy of the survey and results. Summarize your findings below.

Appendix

Haiku of How My Village Looks and Feels

The slick smooth ice shines.
Snow crunching beneath my feet.
Clear view of the hills.

Sky is blazing blue.
Mountains look Cool Whip covered.
Ground sits white and blue.

River waves splashing
Wind blowing and dancing,
Kids are still laughing.

The wind, sky, and ground,
All are very beautiful.
Just wish it was calm.

-Jenna Fagundes, White Mountain

Strategic Plan Meeting Sign-in

Community: **Date:**

Name	Address	Phone/Fax/Email

Things to Remember

➠ **Our values will shape our future.**

➠ **Involve everyone in the community- your elders, youth and families.**

➠ **Residents must agree on our community values and vision.**

➠ **Keep your process open. Share your information.**

➠ **Remember to keep a record of your planning process.**

➠ **Use existing information and resources.**

➠ **Build on your existing plan. Don't start over.**

➠ **Goals and measures of success- think big, yet be realistic.**

➠ **The power of your plan lies with you. You must demand that those who work in your community know and respect your plan. If you demand it, it will happen.**

Community Survey

Here is an example of a value survey. You can take the top ten values from the first public meeting and prepare a form like the one that follows.

Sample Value Survey

☐Male ☐Female _____ Age

Put a check by the three most important values.

Top 10 Values (For Example)	Very Important	Important	Not Important
Being able to go fishing			
Quiet pace of the community			
Relationship to nature			
Friends and family			
Health of children			
Subsistence lifestyle			
Safe housing			
Clean water			
Jobs			
Strong leadership			

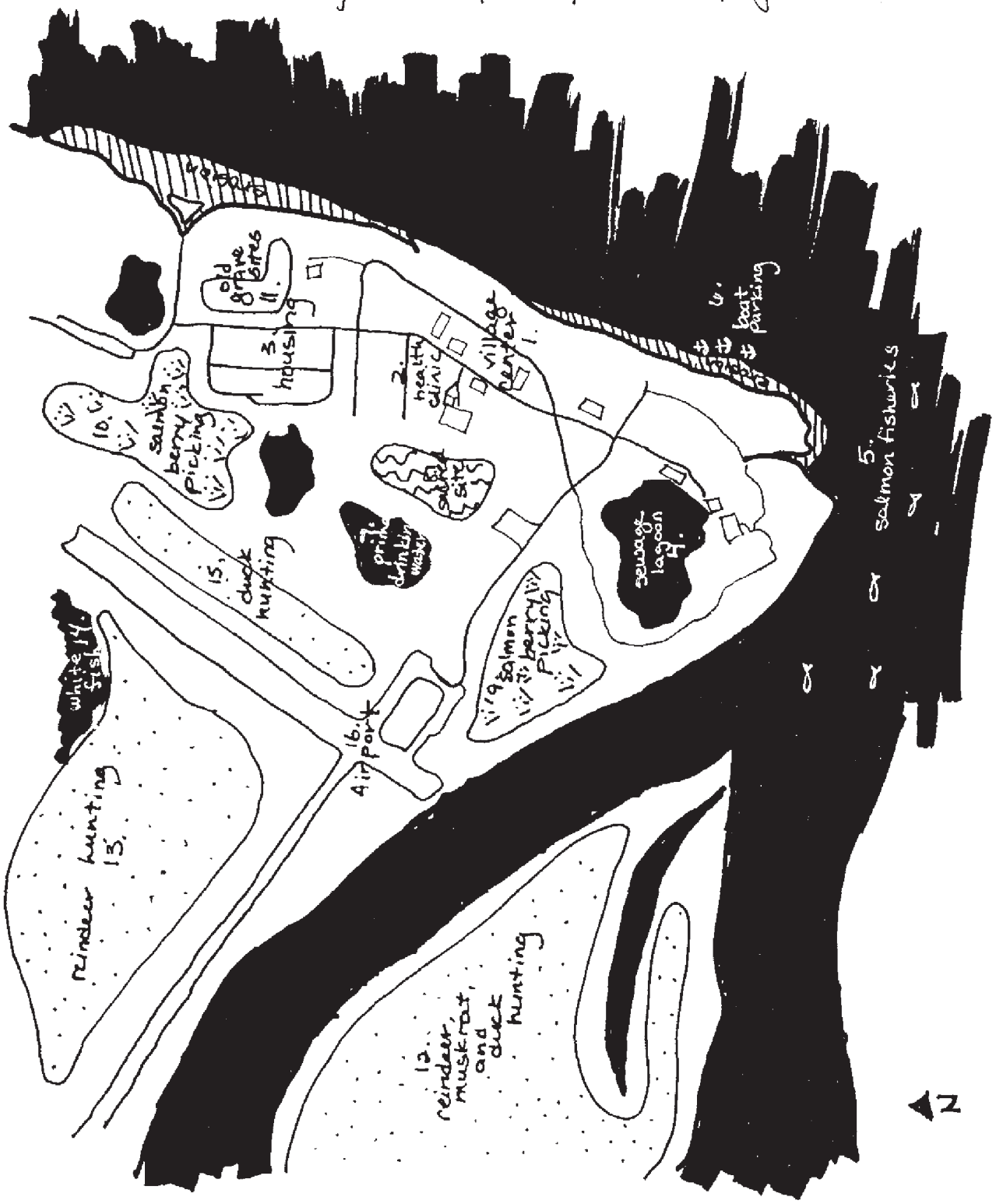
Are there any values that you would like to add?

_____

_____

Sample Map

refer to sample key on next page . . .



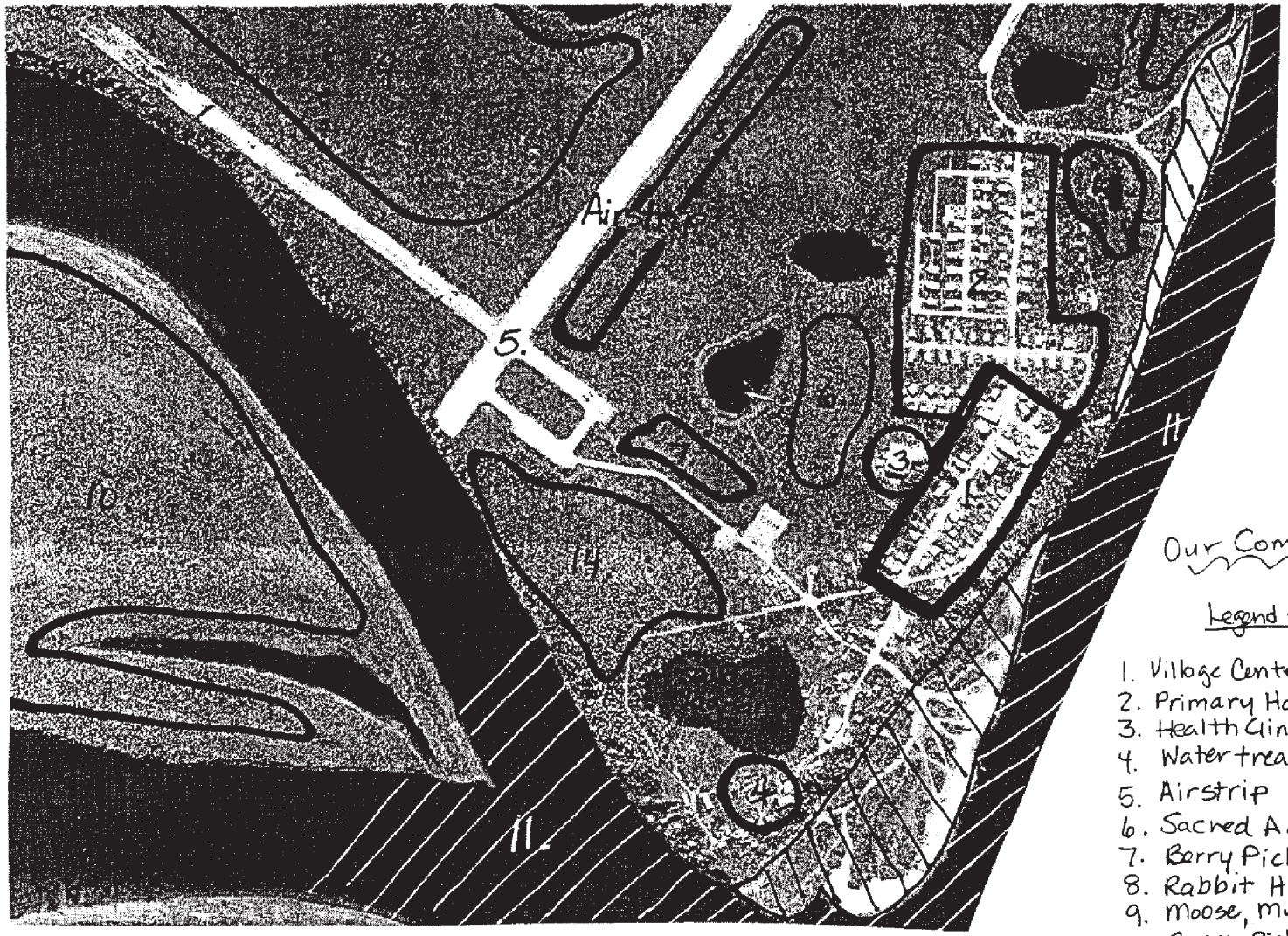
Sample

FORM 7: Key to Community Map

Locate on an aerial map of your community. Think about the areas in your community that you value. On this map, find the places and structures that are important. Use the form below to list these places and describe why they are important. Then, label these places on your map. Attach your finished map to this form.

Place	Importance
Example: Graveyard (#1 on map)	Sacred site
Low land south of river (#16 on map)	Good berry picking
1. village center	1. where people gather
2. health clinic	2. makes us healthy
3. housing	3. where we live
4. sewage lagoon	4. keeps us safe from human waste.
5. salmon fisheries	5. feeds our families
6. boat parking	6. important to keep our boats safe -- protected.
7. primary water source	7. drinking water
8. sacred site	8. our history
9. salmon berry picking	9. supports our subsistance lifestyle
10. "	10. "
11. old grave sites	11. remembering our family
12 reindeer, muskrat, & duck hunting	12 supporting our subsistence lifestyle
13. reindeer hunting	13. "
14. whitefish	14. supporting our lifestyle
15. duck hunting	15. "
16. airport	16. how we get out side our village - & how we get our mail and other goods & services.

Check the Department of Community and Economic Development web site for a map of your community: http://www.commerce.state.ak.us/CF_ComDB.htm.



Sample Map

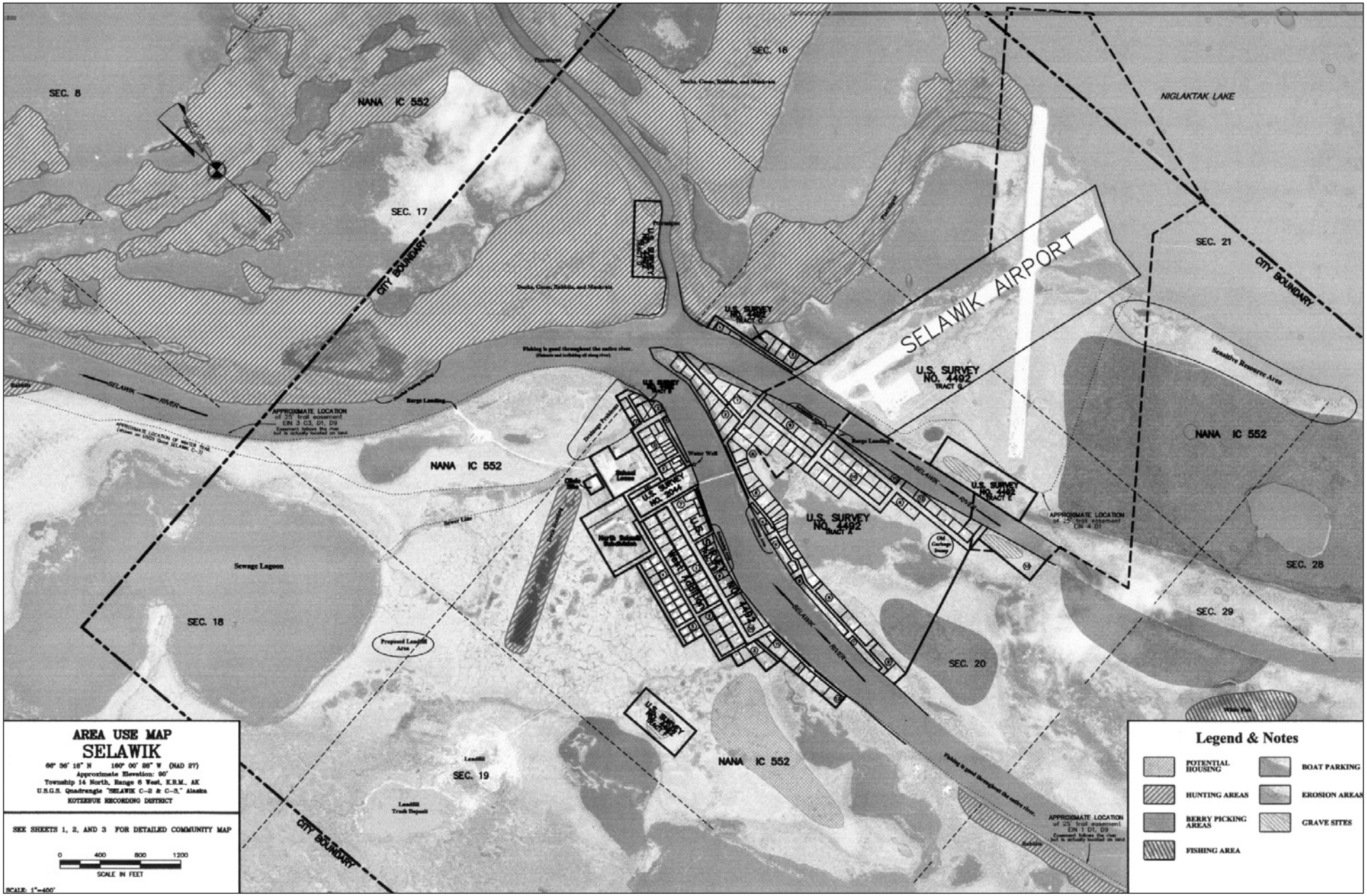
Our Community

Legend & Notes

1. Village Center
2. Primary Housing Area
3. Health Clinic
4. Water treatment Center
5. Airstrip
6. Sacred Area
7. Berry Picking
8. Rabbit Hunting
9. Moose, Muskrat, Duck Hun
10. Berry Picking
11. Chum Salmon Fisheries
12. Grave sites
13. Berry Picking
14. Duck, muskrat and Geese H

▨ Boat Parking / Erosion

▰ Fisheries



AREA USE MAP
SELAWIK

66° 36' 16" N 160° 00' 26" W (NAD 27)
Approximate Elevation: 90'
Township 14 North, Range 6 West, K.R.M., AK
U.S.G.S. Quadrangle "SELAWIK C-2 & C-3," Alaska
KOTZEBUE RECORDING DISTRICT

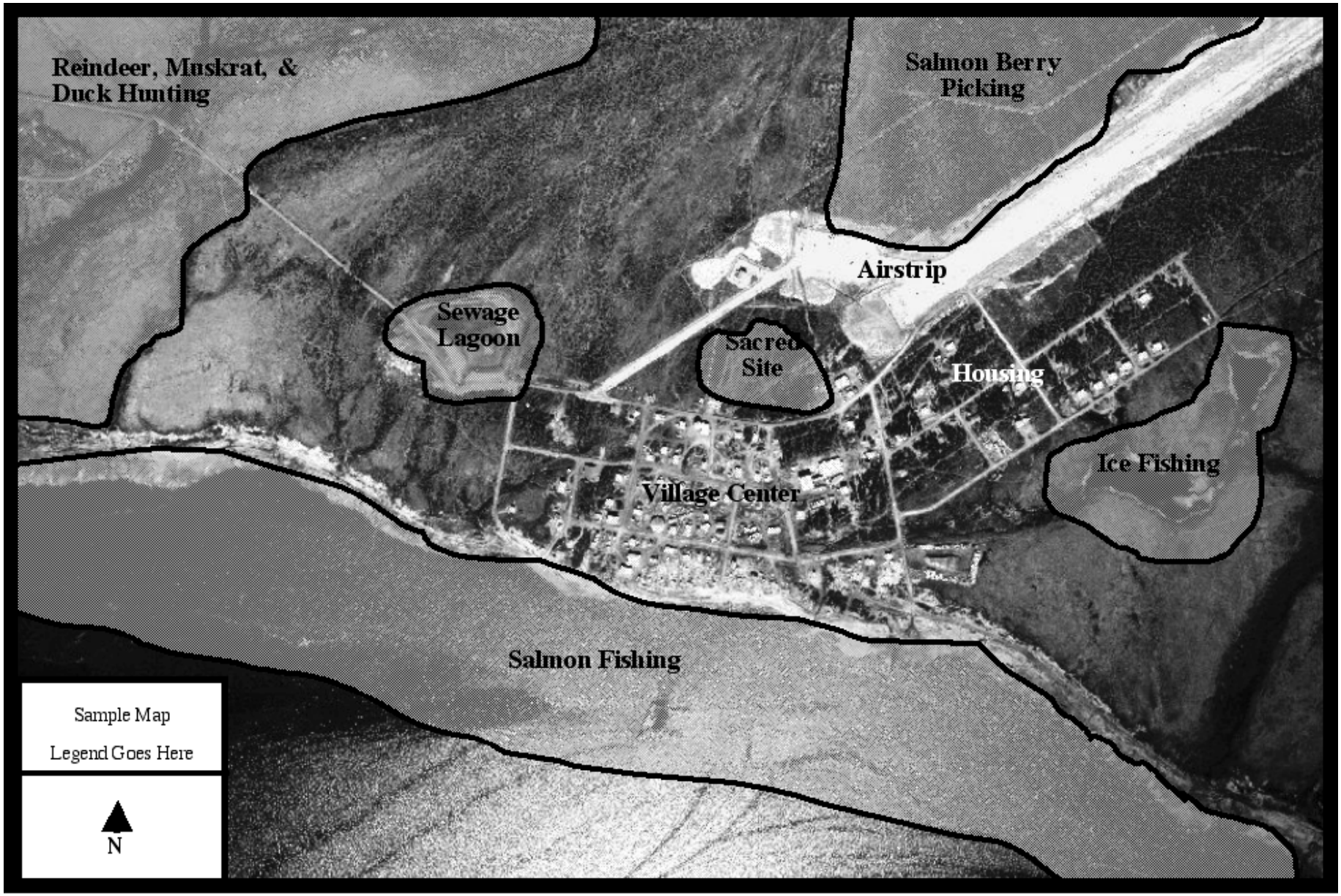
SEE SHEETS 1, 2, AND 3 FOR DETAILED COMMUNITY MAP

0 400 800 1200
SCALE IN FEET

SCALE: 1"=400'

Legend & Notes

- POTENTIAL HOUSING
- HUNTING AREAS
- BERRY PICKING AREAS
- FISHING AREA
- BOAT PARKING
- EROSION AREAS
- GRAVE SITES


Reindeer, Muskrat, &
Duck Hunting
Salmon Berry
Picking
Airstrip
Sewage
Lagoon
Sacred
Site
Housing
Ice Fishing
Village Center
Salmon Fishing
Sample Map
Legend Goes Here
N

Planning Resources

7 Generations: Addressing Village Environmental Issues for the Future Generations of Rural Alaska –March 1999. Available from the Alaska Department of Environmental Conservation, Division of Statewide Public Service – Rural Issues Program. To order, call (800) 510-2332. This manual describes how to conduct environmental assessments in rural Alaska and focuses on drinking water, wastewater, solid waste, fuel tank farms, and air.

Alaska – Sanitation Planning Guide for Small Communities, 1999. Available from the State of Alaska, Department of Community and Economic Development, Atwood Building -- 550 West 7th Avenue, Suite 1770, Anchorage 99501 or by downloading from the department's website at: www.dced.state.ak.us/mra/Mraruba.htm.

Taking Charge – Sanitation Strategies for Rural Communities (A Resource for Effective Local Planning), 1998. Available from the University of Alaska –Sitka. To order, call John Carnegie (800) 478-6653 or (907) 774-7755. The guide focuses on wastewater facilities but the principles of community planning will be useful for solid waste management planning.

Venetie Planning Workshop, December 1999, Prepared for Venetie Village Council P.O. Box 19, Venetie Alaska 99781 – Prepared by ASCG Inc., 301 Arctic Slope Avenue Anchorage, Alaska 99518. This booklet is a compilation of information. It is the result of a public workshop on planning held in Venetie to address of local needs. It describes Venetie's values and their proposed planning process.

A Guide to Community Visioning: Hands on Information from Local Communities, 1993. Available from Oregon Visions Project. To order, call (503) 625-5522. Describes the Oregon model of visioning. Provides suggestions for designing and implementing an effective visioning process.

Environmental Planning for Small Communities: A Guide for Local Decision-Makers EPA625-R-94-009, September 1994. Available from the Environmental Protection Agency. To order, call (800) 424-9346. Presents ideas and approaches to creating and implementing community environmental plans.

American Planning Association Website: *www.planning.org.* The Planning Association website has recent articles on planning and an online bookstore with a detailed list of books for purchase. The list is divided into categories such as rural planning, public process, transportation planning, project management, design and so on.